33rd Annual Workshop for New Graduate Teaching Assistants

The University of Alabama
August 15-16, 2019

https://graduate.ua.edu/events/gta/
15 August 2019

Dear Colleague:

Welcome to the Thirty-third Annual Workshop for New Graduate Teaching Assistants!

The University of Alabama is committed to preparing its new GTAs to teach at the university level. Skilled teachers develop through the process of learning, raising questions, and being responsive to changing environments, fresh interpretations, and new ideas. It is our commitment to this process that led The University of Alabama to develop the Workshop for New Graduate Teaching Assistants in 1987.

In this year’s workshop, we introduce you to various topics related to university teaching. You will learn about important policies and legal issues, how to manage distressed and anxious students, and how to foster a culture of academic integrity in your classroom. You will also learn how to lead discussions effectively, how to communicate clearly and with confidence, how to solve some common classroom problems, and what elements should be included in a college-level syllabus. In addition, you will also learn about a wide range of resources and services on campus that are available to you as a teacher.

Most importantly, you also will have the opportunity to engage in hands-on teaching in a small, supportive environment. These sessions are led by Graduate Teaching Fellows, who are experienced GTAs recognized for their outstanding teaching skills. The Fellows have received special training to conduct this workshop.

We in the Graduate School place high value on graduate teacher training, and that is why we have committed much time in planning a beneficial learning experience for you. We hope you share our enthusiasm about the potential of this Workshop for New Graduate Teaching Assistants to get you off to a great start.

With every good wish for success,

Cathy Pagani, Ph.D.

Associate Dean of the Graduate School
The Graduate Certificate in College Teaching is a 4-course sequence designed to help graduate students in a variety of professional settings and disciplines who seek to enhance their understanding of teaching and learning issues for adult learners, particularly at institutions of higher education.

**THE AMERICAN PROFESSORIATE**
AHE 602: History of the professoriate and recent trends such as expectations about teaching and research, the growth of non-tenure track lines, diversity, and the various institutional types and forms of public and private control.

**COLLEGE AND UNIVERSITY TEACHING**
AHE 603: Overview of the issues, principles, and practices associated with effective college teaching including learning and diversity; teaching models and strategies; teacher and student behaviors and learning outcomes; and instructional improvement strategies.

**MENTORED TEACHING IN HIGHER EDUCATION**
AHE 688: Immersion in a mentored experiential learning opportunity to develop competency and mastery in course construction and delivery in the higher education environment.

**ELECTIVE (SELECT ONE)**
AHE 600 Student Development Theory I, AHE 607 Student Development Theory II, AHE 610 Academic Cultures and Learning, AHE 644 Academic Program Development and Evaluation in Higher Education, PY 695 Teaching of Psychology, BEP 672 Teaching Educational Psychology in College, AIL 602 Electronic Instructional Design, or AIL 604 Distance Technologies

**ADMISSION INFORMATION**
hea.ua.edu

**QUESTIONS?**
Dr. Claire Major (cmajor@ua.edu)
AHE 603
College and University Teaching

WHY TAKE AHE 603?
If you are planning to teach in higher education, whether in a formal faculty role or a more informal role, this course will help you prepare.

You will gain exposure to the ever-growing body of knowledge, both theoretical and empirical, on college teaching.

COURSE TOPICS FOR AHE 603
- Practices of Effective Teachers
- Learning Theories & Principles
- Teaching Styles & Personas
- Course Design
- Instructional Strategies
- Methods of Assessing Teaching & Learning
- Instructional Improvement

WHO SHOULD TAKE AHE 603?
- Future college professors
- Current teaching assistants
- Two- and four-year college instructors
- Current or future administrators or researchers in postsecondary education

Spring 2020 | Online Format | Dr. Claire Major | cmajor@ua.edu

This course is a part of the College Teaching Certificate.
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THURSDAY REGISTRATION

33rd Annual Workshop for New Graduate Teaching Assistants

Please complete and return to the tray at the end of your table.

Please print in legible, block letters.

CWID__________________________

Name_________________________________________________________________

(Last/Family Name) (First Name)

Email address________________________________________________________

Department/Area/Program________________________________________________

Local Phone Number____________________________________________________

Local Mailing Address________________________________________________________________________________________
Using Your Binder

33rd Annual GTA Workshop for New Graduate Teaching Assistants

This binder is designed to both inform and shape your Workshop participation, but it has also been put together with the hopes of giving you vital (and retainable) information for your time as a GTA at The University of Alabama.

With those goals in mind, this binder has been divided into four sections:

Helpful Information: What You Need to Know as a Graduate Student (pp. 2-8)

This section includes important information to guide you as you obtain a master’s or doctorate at The University of Alabama. In this section, you’ll find deadlines, suggestions for new graduate students, and other critical information that applies generally to graduate students.

Helpful Information: For Graduate Teaching Assistants (pp. 9-24)

This section is focused specifically on the teaching aspect of being a GTA. Here, you’ll find the story of one UA GTA who made the most of his time at the Capstone, in addition to other tips on teaching as a graduate assistant.

Thursday (pp. 25-107)

This section and the following section are vital to your Workshop participation. In this section, you’ll find materials from our first day presenters. Each subsection begins with a copy of the presenter’s PowerPoint presentation (where applicable) and concludes with other materials the presenter thought participants should have (also where applicable).

Friday (pp. 108-114)

This section contains materials related to your Friday videotaping sessions, including instructions for preparing your presentation. This section also includes your registration form for Friday.
HELPFUL INFORMATION:
WHAT YOU NEED TO KNOW AS A GRADUATE STUDENT

33rd Annual GTA Workshop for New Graduate Teaching Assistants

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Websites for Graduate Students
The University of Alabama

33rd Annual GTA Workshop for New Graduate Teaching Assistants

**myBama Student Portal**
https://mybama.ua.edu/cp/home/displaylogin

**Communication**
The official communication tool of The University of Alabama is Crimson Mail powered through Google.com. Please forward your Crimson email account to the email you prefer to use. All UA notifications/reminders are sent out to all students using Crimson email.

**Student Services**

**Registration**
Drop/Add courses, change course options – variable number of hours, etc. Registration begins in the middle of the current semester for the following semester. Please watch for email notifications through Crimson Mail.

**Student Records**
Transcript, schedule, holds, enrollment verification, etc. Please check myBama STUDENT PORTAL.
https://graduate.ua.edu/prospective-students/graduate-school-scholarships-fellowships/#item-4

**Graduate Student Research and Conference Support Fund**
The Graduate School provides supplemental funding for graduate student research projects and travel to present research results at conferences. If you have any questions, please check with your department.
http://gradservices.sa.ua.edu/rt.cfm

**Student Receivables**
View account, pay tuition/fees, schedule confirmation, etc. All students must confirm their schedule each semester even if your tuition is covered and you do not owe a balance to UA.
https://studentaccounts.ua.edu

**Office of Disability Services (ODS)**
Provides academic accommodations for students who submit to us appropriate documentation of their disability.
http://ods.ua.edu
**Graduate Student Support Services and Programs**
The Graduate School provides programs designed to provide you with a smooth transition into graduate studies as well as support you through each stage of your graduate program.

https://graduate.ua.edu/current-students/

**Graduate Parent Support (GPS)**
An innovative, award-winning program initiated in the fall of 2009 that serves graduate students who have children.

https://graduate.ua.edu/current-students/graduate-parent-support/

**Graduate Orientation and Welcome (GROW)**
GROW is designed to prepare incoming graduate students with the necessary information to make their time at UA a success. Your orientation to graduate school will likely consist of a variety of experience such as a Departmental Orientation, an orientation of your specific cohort, and the campus-wide GROW event sponsored by the Graduate School.

http://graduate.ua.edu/about/our-students/grow/

**Financial Aid**
Status, eligibility, scholarships, fellowships, grants, etc.

https://graduate.ua.edu/prospective-students/#item-4/

**UA Academic Calendar**
https://registrar.ua.edu/academiccalendar/

**Graduate School**
https://graduate.ua.edu

**Graduate Catalog**
https://catalog.ua.edu/graduate/

**Graduate School Forms**
https://graduate.ua.edu/current-students/forms-students/

**Graduate School Deadlines**
https://graduate.ua.edu/current-students/student-deadlines/

**Academic Policies**
https://catalog.ua.edu/graduate/about/academic-policies/scholastic-requirements/

**Publisher in Residence Program**
https://as.ua.edu/facultystaff-resources/publisher-in-residence-program/

**Graduation**
https://registrar.ua.edu/graduation/
**General Information**

**Administrative Staff Contacts**
http://graduate.ua.edu/about/staff/

**Graduate Tuition Rates (and other costs)**
https://studentaccounts.ua.edu/tuition-rates/#graduate

**Thesis & Dissertation Preparation & Submission (Electronic)**
http://services.graduate.ua.edu/etd/overview.html

**Minimum Registration Requirements**
https://catalog.ua.edu/graduate/about/academic-policies/registration-assistantships/

**Graduate Assistantships**
http://services.graduate.ua.edu/publications/ga/gaguide.htm#uga

**Workshop for New Graduate Teaching Assistants**
Since 1987, the Graduate School has offered special training for graduate teaching assistants. The Workshop is held at the Paul W. Bryant Conference Center on Thursday and Friday of the week before fall classes begin. It includes a variety of formal presentations and interactive activities. Please check out the GTA Workshop page:

https://graduate.ua.edu/events/gta/

**Graduate Student Employment Policy**
http://services.graduate.ua.edu/publications/ga/gaguide.htm

**UA Student Employment**
http://www.uastudentjobs.ua.edu

**Confidential Student Records**
The Family Educational Rights and Privacy Act (FERPA) of 1974, as amended, is a federal law that protects the privacy and confidentiality of personally identifiable information contained within student education records. The University of Alabama complies with FERPA’s confidentiality protections and adheres to procedures dealing with student education records and directory information recommended by the American Association of Collegiate Registrars and Admissions Officers (AACRAO).

https://registrar.ua.edu/academics-policies/ferpa/

**Library Guide for Graduate Teaching Assistants**
http://guides.lib.ua.edu/GTA

**Minimum Graduate Assistantship Rates**
http://services.graduate.ua.edu/admin/policy/GASTipends.html

**Tuition Policies**
http://services.graduate.ua.edu/admin/policy/tuition_policy.html
GRADUATE ASSISTANT GUIDE (FORMERLY GRADUATE STUDENT EMPLOYMENT POLICY)
http://services.graduate.ua.edu/publications/ga/gaguide.htm

STUDENT HEALTH CENTER
http://www.cchs.ua.edu/shc

GRADUATE ASSISTANT HEALTH BENEFITS
http://services.graduate.ua.edu/admin/gshealthins.html

IMMUNIZATION INFORMATION AND FORMS
http://shc.ua.edu/?s=immunization
http://www.cchs.ua.edu/shc/insurance/forms

MEMORANDUM OF APPOINTMENT
These are employment contracts, which set out the terms and conditions and the rights and obligations of the student and the department. It is imperative that these forms correctly record the duties and compensation details; this is especially vital where the assistantship is funded from a contract, grant, or sponsored program. If you have any questions, please check with your department.
http://services.graduate.ua.edu/publications/dept/memo_appoint_reg.pdf

***All Graduate Assistants are paid monthly by direct deposit, except for the 1st check. If you have any questions, please check with your department.

***Remember, to receive the GA Health Benefits, students MUST register at the Student Health Center before August 31st for fall semester AND must register again for the spring semester no later than January 31st.

ADDITIONAL WEBSITES

ACT CARD
http://actcard.ua.edu

PARKING & TRANSPORTATION
http://bmaparking.ua.edu

BUS SYSTEM
http://www.crimsonride.ua.edu

STUDENT RECEIVABLES
http://studentreceivables.ua.edu

UNIVERSITY REGISTRAR OFFICE
https://registrar.ua.edu
Students who anticipate graduating this December need to submit an online Application for Degree (via
myBama/Student Tab - http://myBama.ua.edu).

For doctoral and Ed.S. students, please review your transcript with your advisor/department to insure the
 candidacy requirement and all degree requirements have been met. If your transcript does not reflect that
you have been admitted to candidacy, please fill out the Admission to Candidacy form for your
department/committee for approval. The Appointment of Committee form must be approved by this date.
All forms can be found online at https://graduate.ua.edu/current-students/forms-students/.

Deadline to apply for transfer credit and receive an official transcript showing credit earned at another
accredited institution (applicable only to prospective December graduates).

Tentative last day to register for and purchase the UA Student Health Insurance plan for the fall semester,
the fall and spring semesters, or the entire year. Go online to https://www.uhcsr.com.ua.

Last day to remove a four-week incomplete grade.

Last day to upload a defended thesis or dissertation at the ProQuest* website. The upload thesis or
dissertation must be in its final form and has been converted to ProQuest-submittable format (e.g. PDF)
and has received final approval from the committee chair to upload in that format. NO EXCEPTIONS!

The Committee Acceptance Form for Electronic Thesis or Dissertation must be submitted to the Graduate
School the same day the thesis/dissertation is submitted to ProQuest. Please go to
http://services.graduate.ua.edu/etd/ and follow the step-by-step instructions to submit your
thesis/dissertation electronically. The “Committee Acceptance Form for Electronic Thesis or Dissertation”
is located online at http://graduate.ua.edu/students/forms/. Please note that this form requires all original
signatures so you might want to take this form to the defense with you.

All Doctor of Nursing Practice projects must be completed and approved by the Project Chair. Capstone
College of Nursing will send confirmation of the approval/completion date to the Graduate School for
students graduating in December. THERE ARE NO EXCEPTIONS TO THIS DEADLINE!

Last day to report the results of final comprehensive examinations to the Graduate School Office for those
students NOT writing a thesis or dissertation and who expect to graduate in December. An electronic copy
may be sent to the Graduate School at gradreg@ua.edu by the department chair or graduate program
director.

COMMENCEMENT
**GRADUATE SCHOOL DEADLINES**  
**SPRING 2020**

### 33rd Annual GTA Workshop for New Graduate Teaching Assistants

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<tr>
<td><strong>JANUARY 15</strong></td>
<td>Students who anticipate graduating this May need to submit an online Application for Degree (via myBama/Student Tab - <a href="http://myBama.ua.edu">http://myBama.ua.edu</a>).</td>
<td>For doctoral and Ed.S. students, please review your transcript with your advisor/department to insure the candidacy requirement and all degree requirements have been met. If your transcript does not reflect that you have been admitted to candidacy, please fill out the Admission to Candidacy form for your department/committee for approval. The Appointment of Committee form must be approved by this date. All forms can be found online at <a href="https://graduate.ua.edu/current-students/forms-students/">https://graduate.ua.edu/current-students/forms-students/</a>. Deadline to apply for transfer credit and receive an official transcript showing credit earned at another accredited institution (applicable only to prospective December graduates). Tentative last day to register for and purchase the UA Student Health Insurance plan for the fall semester, the fall and spring semesters, or the entire year. Go online to <a href="https://www.uhcsr.com.ua">https://www.uhcsr.com.ua</a>.</td>
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<tr>
<td><strong>FEBRUARY 12</strong></td>
<td>Last day to remove a four-week I or N grade from the previously enrolled semester.</td>
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<tr>
<td><strong>MARCH 19</strong></td>
<td>Last day to upload a defended thesis or dissertation at the ProQuest* website. The upload thesis or dissertation must be in its final form and has been converted to ProQuest-submittable format (e.g. PDF) and has received final approval from the committee chair to upload in that format. NO EXCEPTIONS!</td>
<td>The Committee Acceptance Form for Electronic Thesis or Dissertation must be submitted to the Graduate School the same day the thesis/dissertation is submitted to ProQuest. Please go to <a href="http://services.graduate.ua.edu/etd/">http://services.graduate.ua.edu/etd/</a> and follow the step-by-step instructions to submit your thesis/dissertation electronically. The “Committee Acceptance Form for Electronic Thesis or Dissertation” is located online at <a href="http://graduate.ua.edu/students/forms/">http://graduate.ua.edu/students/forms/</a>. Please note that this form requires all original signatures so you might want to take this form to the defense with you. All Doctor of Nursing Practice projects must be completed and approved by the Project Chair. Capstone College of Nursing will send confirmation of the approval/completion date to the Graduate School for students graduating in December. THERE ARE NO EXCEPTIONS TO THIS DEADLINE!</td>
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<tr>
<td><strong>APRIL 17</strong></td>
<td>Last day to report the results of final comprehensive examinations to the Graduate School Office for those students NOT writing a thesis or dissertation and who expect to graduate in May.</td>
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<td><strong>MAY 1-2</strong></td>
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HELPFUL INFORMATION FOR GRADUATE TEACHING ASSISTANTS

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“Tension” Between Research and Teaching.........................22
Chris Swindle knew computers.

Before he came to the University for his master’s and doctorate degrees in history, he earned a computer science degree from Rose-Hulman Institute of Technology, a small private college in Indiana known for its excellence in engineering and science. On the day the Twin Towers fell, Swindle was working as a software engineer for a defense subcontractor on a project for the U.S. Navy. As a teaching assistant, his grades were calculated at the push of a button with Excel formulas. He even wrote programs to help him turn piles of Lego pieces into faithful reproductions of famous works of art.

So, on Jan. 24, 2009, when it came time to make a difficult announcement to those outside of his inner circle of friends and family, he went to Facebook.

“Yes, I have cancer,” he wrote. “Stage III rectal cancer. Some of you know because I told you, some of you know because you heard it from someone else, some of you didn’t know exactly but suspected something is going on, and some of you didn’t suspect anything at all. But now all of you know.”

By that time, Swindle had already been through a round of surgery along with chemotherapy and radiation, and over the course of the next year, he would experience a series of setbacks and recoveries. His battle against cancer, however, would come to an all-too abrupt end when Swindle died on March 11 at the age of 33.

Today, family, friends and faculty from the history department will gather in ten Hoor Hall to remember Swindle. They will tell stories of his jokes, marveling at the little things he did to bring smiles to those around him, and they will share memories of a man described as warm and generous, yet intensely private. Above all, they will celebrate the life of a man hailed by his friends and colleagues as a dedicated teacher who cared about his students and others until the very end.

An Indiana boy

As a child growing up in Michigan before moving to Indiana, Swindle’s parents, George Swindle and Dawn Owsley, said he was academically oriented. George, showing the same sense of humor his son would develop, jokingly threatened when Chris was young to punish him by making him go outside to ride his bike, taking him away from his precious books. He watched the evening news and demanded a globe so he could find the places that were discussed. When Swindle was bored as a child, he took to reading the dictionary, and he started reading daily newspapers before he started kindergarten.

Yet, at school, his kindergarten teacher had no idea Swindle could read. She just assumed Swindle was like the rest of his peers until his parents told her at a parent-teacher conference.

“Chris was too modest, even in kindergarten, to say he knew how to read,” George Swindle said.

In high school, Swindle stayed busy as the
president of the French club, first chair saxophone in concert band and even worked as a manager for the basketball team after he failed to make it as a player.

“He had really good friends [in high school],” George Swindle said. “They all boosted each other up anyway they could.”

One friend (among several) from high school remained in touch with Swindle, Missy Westafer, said she enjoyed the fun she had with him.

“We stayed close even though we were far away,” said Westafer, who still lives in Indiana.

Westafer said she and Swindle would e-mail each other once or twice a week just to check in or to lament mutual problems with the opposite sex before Westafer got married.

“He was so unique,” Westafer said. “He really walked to the beat of his own drum.”

After high school, Swindle left home for the first time to move to the campus of the Rose-Hulman Institute in Terre Haute, Ind. Owsley said she was worried about the move and how Swindle might adjust to the new environment.

But her fears were unfounded.

“He never missed us,” Owsley said.

Swindle studied a range of subjects as an undergraduate, going from computer science (his major) to history and drama. Following graduation, he had a string of jobs as a computer programmer or technology specialist, but none of them seemed to really excite him, George Swindle said.

“He used to think ‘Dilbert’ was a funny cartoon until he got a job,” George Swindle said. “Then he realized that’s how the business world worked.”

When Swindle decided he wanted to get a master’s degree in history, he moved back home so he could study for the GRE, the standardized test for graduate school admissions, and his dedication paid off with a perfect math score of 800. Following his great aunt and uncle, Olga Mae Lewis and Hubert Ray Rye, decades before him, he decided to head south to attend the University of Alabama. Swindle missed out on a graduate assistantship on his first time to apply, but when a position opened up, it was all his. When Swindle found out about the assistantship, his father said he was thrilled.

“He had a grin he couldn’t let go of, which was out of character for him,” George Swindle said.

Swindle’s parents said they only learned their son’s cancer diagnosis in 2008 because of a mistake when the hospital called his emergency contact number after a colonoscopy. Swindle said he wanted to tell them in person over Christmas break. Even after his parents and others knew of his cancer, Swindle tried to keep it and its progression a private matter.

“He never let on how sick he was,” Owsley said.

As the cancer worsened, Swindle’s parents made sure to take him on the trips he had to make. He went to Chicago to see a traveling exhibit on Harry Potter, and he made a pilgrimage to see the Lego Imagination Center at Minnesota’s Mall of America. But the cancer had taken its toll, and Swindle was losing the fight as he was moved to the Hospice of West Alabama.

“Even in his final days,” George Swindle said, “he was less worried about himself than how it would affect others.”

He told others not to worry. He told his mother he wanted his Lego collection — his pride and joy of more than 50,000 meticulously sorted pieces — to go to a children’s cancer ward. He even made sure his father was recycling the refuse from the room where he was staying.

“I can’t imagine someone in the state he was in concerned about recycling a plastic bottle,” George Swindle said.

Swindle’s death meant the end of his Ph.D. aspirations and the end of a half-joking dream to find a community college near the shoreline where he could teach.

Even now, his mother marvels at his intelligence.

“He never tried to show it off, he never tried to make you feel less.”

Team Rable

In the fall of 2005, history professor George Rable had three teaching assistants: the veteran Swindle and two rookies, Kris Teters and Charles Roberts. The three master’s students bonded quickly, so much so they took to calling themselves “Team Rable,” owing to their chemistry and the fun they had working together.

“Chris was an instrumental part of that team,” said Teters, who, like Roberts, is only a dissertation away from his doctoral degree.

Swindle even made T-shirts for the three, with “Team Rable” on the front and their names on the back. Instead of telling his friends what he was doing, he simply asked for their shirt sizes.

“I knew he had something planned,” Roberts
said of when Swindle asked for his size. “I couldn’t wait to find out what it was.”

Swindle was always planning the next joke or surprise for the unsuspecting in the history department and ten Hoor. Whether it was secretly getting all of the teaching assistants in the department a snow globe for Christmas or sprucing up their pictures with witty captions, Swindle was the master of the subtle joke, his friends said.

However, when Swindle put a 6-foot-tall display of Milhouse, Bart’s affably nerdy co-conspirator from The Simpsons, in a ten Hoor window facing the expansive back parking lot, it was hard for everyone not to notice.

“He didn’t tell people to go out and look at it,” Roberts said, noting how fun it was to watch students in the parking lot that day as they discovered a looming yellow boy staring back at them. “He didn’t make a big deal about it. Just one day, Milhouse was looking out at everyone.”

“He liked doing stuff to surprise people,” said Elizabeth Edgar, a friend who met Swindle while working on her master’s in history before she switched to library and information studies. “The students afterward would talk about it forever.”

Outside of campus, the members of “Team Rable” were close friends, and Swindle and Teters lived in the same apartment complex.

“You could throw a rock from my apartment to his,” Teters said. “It was just chance.”

Many an afternoon, Teters said, was spent at Swindle’s apartment watching football. On the days when Michigan and Ohio State would play, the two northern boys each had their own team — Swindle pulled for Michigan and Teters, originally from Ohio, rooted for the Buckeyes. When it was time to study, they gathered at Teters’ apartment, reading a few books before settling in to watch a Simpsons DVD. Other times, it might be a scary movie night or board games like Risk at Swindle’s apartment.

“I spent a lot of time with Chris on both a personal and professional level,” Teters said. “They worked out together.”

Even after he got sick, Swindle remained committed to his friends. Just last August, he took a trip to England to see Edgar, who moved across the pond after she finished her master’s at the University.

“I don’t think his doctor was thrilled about a cancer patient travelling between chemo treatments,” Edgar said. “But he wanted to do it.”

With his death, Swindle’s friends say the University has lost a dedicated student and teaching assistant.

“He was a very good teacher,” Teters said. “He cared about his students when he TA’ed. He put a lot of thought into his lectures.”

Roberts said Swindle saw teaching as neither a burden on his research or as something easily dismissed as unimportant.

“Chris was a really good teacher,” Roberts said. “A much better teacher than I am.”

‘A bundle of contradictions’

“It’s a real tragedy when a young person dies before they’re able to realize their goals and dreams,” said Kari Frederickson, an assistant history professor and Swindle’s advisor.

Frederickson was on the committee that admitted Swindle into the University for his master’s degree and she was also supervising his doctoral dissertation. She also took it upon herself to organize today’s service in honor of Swindle.

“When someone starts with their master’s and continues with their doctorate, you know them for a long time,” Frederickson said. “I knew Chris for seven years. That’s longer than I’ve known my youngest child. We owed it to him and ourselves to celebrate his time here.”

Frederickson and additional members of the faculty will speak during the service, as well as Swindle’s parents and other graduate students. Frederickson and others have gathered up any piece of paper that represented Swindle’s time at the Capstone, from letters of recommendation to his statement of purpose, and put them into a scrapbook to be given to his parents.

Frederickson said part of the reason for the service was to show Swindle’s parents that the University was a good place for him.

“His time here was spent with people who cared about him,” Frederickson said.

Frederickson said, at his core, Swindle was “a bundle of contradictions,” an outgoing person who enjoyed making jokes yet remained quiet and reserved.

“I’m just sorry we won’t be able to find out more about him,” Frederickson said. “Because I think we were only scratching the surface.”
10 Helpful Tips for New Graduate Teaching Assistants
written by: Michele McDonough•edited by: Laurie Patsalides•updated: 4/26/2013
http://www.brighthub.com/education/postgraduate/articles/106582.aspx

So, you've managed to land a highly competitive position as a graduate teaching assistant. What do you do now? Many graduate programs don't offer clear guidelines and, instead, leave you to figure it all out on your own. But, these tips will help you get moving in the right direction.

Becoming a Graduate Teaching Assistant (GTA)

Stepping into the role of a graduate teaching assistant marks a very important transition in your life. Yes, you're still a student in your field, but you've become enough of an "expert" to start sharing your knowledge and teaching others. Also, if you're thinking about making teaching or research a full time career, a teaching assistantship will help you determine if that's really a good choice for you.

Even if you plan to leave the world of academia after getting your graduate degree, you'll pick up a lot of other useful skills as a GTA – such as how to communicate with people from a wide range of backgrounds, how to feel comfortable and confident when speaking in public, and how to convey technical or complex material to an audience that has a limited background in your field of study. All of these skills are extremely useful, no matter what career path you finally choose to take. So, while it is definitely exciting, your first assignment as a graduate teaching assistant can also be a little scary – especially if you have no teaching experience. Here are ten tips for helping alleviate some of those fears and for learning how to use this position as a gateway to your professional career.

1. Know What’s Expected of You Depending on your field of study and your university, there are numerous different duties that may be assigned to a graduate teaching assistant. However, most of these assignments generally fall into one of the following three categories.

   No Actual Classroom Duties – While many would argue that it’s not really a “teaching” assistantship if you’re not going to actually be in the classroom, many graduate programs like to ease their new teaching assistants into the roll with non-teaching duties. These duties generally include things like grading, holding office hours to answer student questions and/or proctoring exams.

   Lead Problem Sessions, Labs or Discussion Groups Only – This is a very common type of assistantship at large universities. Instead of having full
responsibility for a class, you may just be required to lead smaller sections once or twice a week for a professor who conducts lectures to a large group the rest of the week.

**Full Responsibility of Your Own Class** – Generally, this type of assignment is reserved for graduate teaching assistants who already have experience in the classroom. However, depending on your university and field of study, you could be thrown into this right away.

As soon as you can, find out which type of assignment you will be given. Then, if it falls into one of the first two categories above, make an appointment with the lead professor for the class. In addition to finding out exactly what is expected from you, also ask for a copy of the course syllabus and any other relevant material that the professor plans to hand out. On the other hand, if you are being given full responsibility for teaching your own class, you may have to jump a few more hurdles. First, find out who is in charge of managing graduate teaching assistants. This person may be a professor in the department or may simply be the department’s administrative assistant. Speak to this person and be sure to get a copy of the textbook for the course as well as an outline of material that must be covered during the term. You may still be required to write your own course syllabus, but the department will probably already have a list of topics that should be mastered in this course. Since many entry-level courses are prerequisites for later classes, this is extremely important. If your department doesn’t have such a list of required topics available, make appointments with other professors who have taught the course in the past. They will generally be more than happy to guide you here, and point out which sections of the textbook are mandatory for the course. In fact, they’ll appreciate that you took the time to be so thorough!

**2. Being Nervous Is Natural** It’s OK – go ahead and be nervous. And, don’t be afraid to admit you are. If you’re a natural introvert or even if you just don’t have much experience speaking in public, the first time you step foot into a classroom can be positively terrifying. Unfortunately, some try to compensate for this by taking on a cold demeanor to try to appear “in control.” This, in turn, distances you from your students and can make them leery of interacting or asking questions. Another common mistake made by new graduate teaching assistants is to take the “ostrich approach.” You know what I mean – we’ve all had professors like this. Instead of facing the class and looking out into their faces, these teachers focus on the board for the entire session – writing away while the class stares at their backs. If you can’t see the class, then they won’t be looking at you, right? You can just pretend they’re not there! It doesn’t take long for the class to pick up on the fact that you’re pretending they’re not there, and that’s actually pretty
offensive. After all, your job is supposed to be teaching them – not talking to the board. This approach will distance your students even more than the “cold” approach, causing them to quickly lose attention in both you and the material being discussed. Instead, take a deep breath and look out into your class. It’s OK to admit to them that you’re new and a little nervous. In fact, since you’ll probably be teaching an entry-level class, many of your students will also be new to the university – it’s likely that many of them will also be both nervous and excited as well. In any case, it’s better for your students to think you’re nervous than to think you don’t care. Also, remember this isn’t high school. All of your students will be adults, and they’ll appreciate your honesty. I know it’s hard to believe now, but after a few minutes, your nervousness will fade and then you can get down to the business of teaching.

3. Prepare Before Class Because the classroom assignments given to graduate teaching assistants are generally entry-level courses, some people feel like they don’t really need to prepare – that they can just walk into class and “wing it.” Don’t fall into this trap! Always spend at least 10-15 minutes reviewing the material you plan to cover before walking through that classroom door. For your first few teaching sessions, you’ll probably want to spend even more. Some prefer to do this immediately before going to class, but I recommend preparing the night before – or at least several hours before class. That way, the material can sit in the back of your mind for a little bit and you may think of some additional points you want to mention when class time arrives. Also, if you assign homework or if you will be answering questions on homework assigned by the course’s lead professor, make sure you are completely familiar with the homework. For math and science GTAs, this means you should actually do the homework, too! Because of your expertise, it won’t take you that long to do, but it will make you much more prepared when students have questions.

4. Make Office Hours – and KEEP Them No matter what type of assignment you have as a graduate teaching assistant, you should schedule regular times throughout the week during which you will be available for “walk in” students who have questions or need extra help. After deciding on these hours, let your students know when they will be. Also, post the hours on your office door – or on your desk if you share an office with several other GTAs. Treat these office hours as a significant job responsibility. Try not to cancel or reschedule them without ample warning. Suppose one of your scheduled office hours sessions is from 4:00 – 5:00 pm on Friday. If no one shows up after the first 15 minutes, it can be very tempting to duck out early – especially because it’s Friday. But, don’t do it. Remember, this is a job – a real job with responsibilities. If you tell your students that you are going to be in your office at certain times, then you have an obligation to actually be there for them. Wouldn’t you expect the same from your professors?
5. Share Tips That Help You as a Student  You may not have as much teaching experience as the seasoned professors and instructors in your department, but you do have something else working in your favor – you’re still a student (and a working one, at that). You know what it’s like to have to juggle your classes, work, and your private life. And, considering the fact that you managed to get your undergraduate degree and are now in grad school, you must have done something right. If you have tips or strategies of your own that you use to study for tests – or even just to get through a long day packed with classes – share them with your students. Not only will they benefit from your experience, but they’ll respect your position a bit more because “you’ve been there and done that.”

6. Conduct Mid-Term Teaching Evaluations  It’s fairly common practice nowadays for students to evaluate graduate teaching assistants at the end of each term. This type of feedback can help you evaluate your style and methods before embarking on your next assignment, but it’s a bit too late to help with the current one! Instead of waiting for the end of the term, create an evaluation form and pass it out to your students sometime in the middle of the semester or quarter. It doesn’t have to be a huge affair – just include a few (less than 10) open-ended questions that ask students to evaluate your strengths and weaknesses, what you could do better, what has helped them most, and so forth. Then, read through them with an open mind to see if there are any changes you can make right away that will improve your students’ learning experience.

7. Be Friendly, but Maintain Boundaries  It’s very likely that you’ll be close in age to many of your students and have similar likes and dislikes. So it’s quite natural to start thinking of some of them as friends – especially if you are not the main instructor for the course and your job mainly consists of holding weekly problem or discussion sessions. However, tread very carefully here. No matter what your GTA duties are, you still hold a position of authority. Never compromise that. While you do want to project a professional friendliness and have an approachable manner, don’t allow yourself to be thought of as “one of the gang.” If you’re invited to dinner, parties, concerts or other social events by your students, politely decline. And, never ever even consider dating one of your students. If you really do meet someone that you want to get to know better outside of class, wait until the term is well over and all grades have been officially recorded.

8. Talk With Other TAs  Make a point of meeting and talking to other graduate teaching assistants in your department – and in other departments as well. You can learn a lot from their experiences. Plus, it’s nice to have a sympathetic ear when you have one of
those “bad class” days. Just remember, if you’re going to share your rants, return the favor by listening and sympathizing with their horror stories as well.

9. Be Yourself – Develop Your Own Style  While it’s great to get tips and ideas from seasoned professors and other graduate teaching assistants, don’t forget to interject your own style and personality in the classroom. As you gain more experience, you’ll learn what works and what doesn’t, but don’t be afraid to try something new! Some of those new ideas may backfire, so you probably want to be a little careful and not introduce too many “creative” ideas at once. But, definitely, you’ll get a much better response from being yourself rather than trying to mimic a perfect copy of someone else – even if that someone else is a professor you greatly admire.

10. Start Building Your Portfolio Now  No one is a graduate teaching assistant forever, no matter how much you love the job. One day, you’ll be finished with school and looking for a job with that fresh new graduate degree in hand. And, while the degree might get you an interview, potential employers will be happier to see some work experience on your resume – especially if you plan to go into a teaching or research field. The job hunt will go a lot easier if you start building your portfolio now. When you write a course syllabus or a final exam, keep a copy and add it to your portfolio. Did a student take the time to send you a note, thanking you for your help? Keep that, too. And those mid-term evaluations we discussed earlier? You guessed it – toss them in a large envelope and keep close to your other portfolio material. Keeping all these things serves two purposes. First, potential employers may want to look at samples of teaching materials that you created as well as feedback from your students. You can always go through the documents later and pick out the ones you want to “show off.” Secondly – and perhaps more importantly – you’re also going to need letters of recommendation from your professors when you’re searching for jobs. While your professors should be able to speak easily about your research and academic capabilities, most will probably have no idea what to say about your teaching abilities or they’ll simply say something generic and vague. Their letters of recommendation will stand out a lot more if they speak very specifically about your teaching accomplishments. When asking for such a letter, you can also offer to show your teaching portfolio to your professors so they can see for themselves how you have grown and matured – and they can incorporate this very specific information into their recommendation. These extra details really do make a hiring board sit up and take notice.

For more information on classroom pedagogy, please refer to the Library Guide for Graduate Teaching Assistants: http://guides.lib.ua.edu/c.php?g=319083&p=2131717

**What the Best College Teachers Do** by Ken Bain
- Call Number: LB2331 .B34 2004
- ISBN: 0674013255
- Publication Date: 2004-04-30

**The Courage to Teach** by Parker J. Palmer
- ISBN: 0787910589
- Publication Date: 1997-12-05

**Classroom Teacher’s Survival Guide** by Ronald L. Partin
- Call Number: LB3013 .P32 1999
- ISBN: 9780876289099
- Publication Date: 1995-09-19

**University Teaching** by Leo M. Lambert (Editor); Jerry G. Gaff (Foreword by); Stacey Lane Tice (Editor); Nicholas Jackson (Editor); Peter Englot (Editor)
- Call Number: LB2331 .U757 2005
- ISBN: 0815630794
- Publication Date: 2005-06-01

**Student Success in College** by George D. Kuh; Jillian Kinzie; John H. Schuh; Elizabeth J. Whitt
- Call Number: LB2343.32 .S79 2005
- ISBN: 9780787979140
- Publication Date: 2005-03-15
Experimenting with Facebook in the College Classroom

By: Nisha Malhotra, PhD
in Teaching with Technology

While discussing the nuances of regression analysis, I saw some of my students smiling. It wasn’t a smile of understanding; it was a response to seeing a Facebook comment on their smartphone. I later learned that 99% of the students in the research method class were Facebook users, routinely checking for updates 10-20 times a day. I asked them to refrain checking their phones during class.

The next semester, I decided to embrace social media and created a Facebook page for the class, which was comprised of 25 students. It was actually fun and easy. In less than two hours, I had created a page with relevant material for the course. For the sake of privacy, I kept the class page separated from my personal Facebook account.

For those who aren’t familiar with Facebook, a page is really just like a blog for your posts. People join by clicking the ‘like’ button and can then follow your updates. Members can post comments or submit their own posts.

I encouraged my students to join and discuss their research on our Facebook page. I visited the page each day to answer questions and post relevant articles. The page seems to be a natural addition to this course, which requires the budding researchers to discuss and review literature, data, and regression analysis.

Many of the students began participating instantly (though some never signed up). The students quickly formed study groups outside of class, exchanged articles, and helped each other. Overall, they performed better than the non-participating students. The discussions on Facebook were commendable and carried over into face-to-face discussions. In class, students were interacting like never before and seemed more comfortable with each other as a result of the online interactions. Not only were the discussions in class livelier, but also the students were more insightful in discussing each other’s research. After all, they knew the topics beforehand.

The only real problem was that not everyone joined our Facebook page. Consequently, for the next semester, I made it a course requirement. Participation grades were given for helpful
suggestions and discussions via Facebook. Naturally, everyone joined, and the discussions were busy, though a few remained invisible, except for doing the minimum to qualify for their participation grade.

This semester, I gave students an option to either (a) have the participation score for both class participation and Facebook participation, or (b) have the participation score only for the class. They chose (a) but requested that a Facebook group be used instead of a page. I had no idea what the difference was between a page and a group, but I soon found out.

The next day, after wrapping up with a class of about 180 students, a bunch of them approached me and asked if I use Facebook. “Yes, I have an account,” I said.

They asked, “Would you be comfortable joining our Facebook group for this class?”

“You have a Facebook group for my class?” I was intrigued.

“Not the whole class, just 12 of us. We try to help each other with the material.”

“I would love to,” I told them.

“It’s a ‘closed’ group, we’ll add you to it,” they said.

Why a Facebook group
This time I set up a Facebook group for the research methods class and everyone joined. I set it to be an open group thinking that these discussions might be helpful for other sections. Some students were concerned about the open status of the group and thus created anonymous Facebook accounts to join the group.

The participation and discussion rates were higher than ever, and more problem solving, and other requests were made for help with the course. This module helped achieve what face-to-face, three-hours a week interaction could not. I have decided to make this technology a permanent feature in my course. However, next semester, we will have a closed Facebook group.

This is what I have learned:

- A Facebook page creates a public presence online. Anyone on the Internet, even those that don’t have a Facebook account, can view this page. By default, comments can be viewed by anyone on the Internet. (Pineda)
- Students tend to be concerned about their online persona – saying something unintelligent is a big concern for them. (Selwyn) As a result, they are less likely to participate on a Facebook page than a closed group.
- Facebook groups resemble an online café with walls to the rest of the online community, allowing students to (a) chat in real-time, (b) discuss in virtual-time, and (c) share materials through straightforward file upload.
Facebook groups can be **open** (public), **closed** (require administrator approval for joining and only members can read the posts), or **secret** (only members can see the group, who’s in it, and what what’s being posted).

**Students prefer a closed group.** They are apprehensive about asking questions in open groups where their Facebook friends can judge them as scholastically inept. (Selwyn)

As for the benefits of creating a Facebook group for your course, not only am I seeing better online interactions and face-to-face discussions, but it’s a fantastic way to get mid-semester feedback from the students.

For a step-by-step tutorial on setting up a Facebook group, view the Mashable article: [Everything You Wanted to Know about Facebook Groups](https://www.Facebook.com/blog/blog.php?post=324706977130).

References:


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Study says "tension" between graduate training in research and teaching is false and that teaching training may build research output

Submitted by Colleen Flaherty on June 27, 2018 - 3:00am

Graduate school takes long enough already. That’s one of the reasons, among others, why Ph.D. programs tend to focus on research over teaching. A new study [1] challenges assumptions that building teaching expertise has to come at the expense of research preparation, however.

Looking at a national sample of life sciences Ph.D. students, the study’s authors considered how increased training in evidence-based teaching practices impacted students’ confidence in their preparation for research careers, their ability to communicate about their research, and their publication counts.

In a challenge to conventional but previously untested wisdom, the authors found that the research confidence and output of Ph.D. students who "invested" time in learning evidence-based teaching, or EBT, practices did not suffer. In fact, data revealed what the authors called a “slight synergy” between investing in evidence-based teaching and research savvy. That is, learning about teaching actually appeared to benefit students’ research skills.

The long-standing “tension” between developing research and teaching skills "may not be salient for today’s graduate students," reads "The Trade-Off Between Graduate Student Research and Teaching: A Myth?" The study was published this week in PLOS ONE. “This work is proof of concept that institutions can incorporate training in EBT into graduate programs without reducing students’ preparedness for a research career.”

Although some institutions already bake pedagogical training into their programs, the authors note, "increasing these programs at scale, and including training in EBT methods could create a new avenue for accelerating the spread of evidence-based teaching and improved teaching across higher education."

The paper’s message isn’t necessarily new. Many academics and some professional associations have previously said that rounding out graduate training to build skills beyond research better prepares students for a variety of jobs inside and outside academe. But new here are data to back up that argument, the authors say. (And of course there’s a major push for evidence-based teaching practices in science at the undergraduate level [2] [3], in part to encourage diversity in the field.)

Cutting Through the ‘Tension’

“The tension between research and teaching has been investigated for decades for faculty, but we were interested in if there is data to support the trade-off between investing in research and in
modern evidence-based teaching for graduate students," co-author Erin E. Shortlidge, an assistant professor of biology at Portland State University [4], said Tuesday. “I hope that this is only the beginning of research on the topic.”

Shortlidge and her co-author, Sarah L. Eddy, an assistant professor of biology at Florida International University [5], developed their own survey instrument for gauging students’ self-reported awareness of, training in and use of different evidenced-based teaching methods. To do so, they borrowed heavily from two published surveys of faculty and postdoctoral researcher awareness of such practices and shaped them based on various feedback. The survey instrument also asked students to rate their confidence and training in research, teaching and communication, and about how many papers they’d published.

The survey's ultimate set of evidence-based teaching practices was presented with written definitions, to include case studies, clickers, concept maps, discussion-based instruction or Socratic method, flipped classroom, problem-based learning and/or inquiry-based learning, process-oriented guided inquiry learning, and think-pair-share.

Student participants were recruited through professional scientific society Listservs, departmental Listservs and snowball sampling, or chain referrals. The final sample, which did not include first-year Ph.D. students who hadn’t been studying long enough for their answers to be relevant, for example, was 338 students. They represented 19 subfields in what the authors call "traditional" life sciences (not biology education or philosophy of science, etc.).

Results

In an advanced analysis, increased training in evidence-based practices did not reduce students’ confidence as researchers, but rather had a slightly positive effect. Training in EBTs also increased students' confidence in communicating their research.

Interestingly, teaching experience alone, as opposed to direct instruction in best practices, did not increase research communication confidence.

Controlling for whether students had earned a master’s degree and year in their Ph.D. program, the analysis also found no negative relationship between number of papers published and investment in evidence-based teaching practices.

To the contrary, the paper says, “the trend actually hints at the potential for the opposite pattern: for each unit increase in a student’s average training in EBT practices, they were 1.04 times more likely to have at least one additional paper." For example, students with the mean EBT training index had a 47 percent chance of having zero publications and students in the third quartile of the EBT training index were slightly less likely to have zero publications, or a 43 percent chance.

Shortlidge and Eddy wrote that, based on other research, many graduate students report having to seek out voluntary evidence-based teaching training and that training of one semester or longer is most effective in building lasting skills. They note that their study is based on self-reported data from self-selected students, and so may not be applicable across the life science graduate student population.

Still, Shortlidge told Inside Higher Ed that in her own experience, based on a forthcoming study, “graduate students perceive that their institutions generally only give lip service to professional development and teacher training -- that such training is not a real priority.” So maybe the new data will help convince institutions that investing in evidence-based teaching training won't negatively impact students' research, and even "render them more prepared for their future academic positions," she said.
Teaching and Learning [6]


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FERPA & POLICY ON
CONFIDENTIALITY OF
STUDENT RECORDS

UA TRAINING AVAILABLE

• UA Registrar Privacy Guidelines (FERPA)
  • https://registrar.ua.edu/academics-policies/ferpa/
  • UA's Policy on Confidentiality of Records & Lots of FAQs and Training Resources

FERPA FACT SHEET – HINTS FOR FACULTY

Do NOT:
• Use the Student ID/Student Names to post grades
• Leave graded tests [electronically or in print] for students to sort through
• Circulate electronically or in print, class list w/ Student Name & CWID
• Provide anyone with student schedules
• Provide anyone with lists of students enrolled in your classes
• Include confidential information (i.e., grades, #of credits) in a recommendation letter without the written consent of the student
  • Note: If a student provides you a resume with the information, you may disclose whatever is in the resume

FERPA RIGHTS FOR STUDENTS RE: OWN EDUCATION RECORDS

1. REVIEW their records
2. SEEK TO AMEND their records
3. LIMIT DISCLOSURE of their records to third parties
   • Lots of legitimate disclosures in the regs & UA policy
   • We will cover five exceptions that allow UA to disclose

WHAT RECORDS ARE PROTECTED?

• Records, files, documents and other materials (including e-mails and other computer files) which
  (1) contain information directly related to a student; and
  (2) are maintained by an educational agency or institution
• Sole Possession Records (your personal notes about students not used/required by anyone but you) are not FERPA records
• Oral conversations or personal observations about students are not FERPA records or protected
### First of Five Disclosure Reasons - Consent

- Consent must:
  - Identify the records to be released and to whom
  - Purpose for disclosure
  - Student’s signature and date
- Registrar’s Office tracks consent to parents or guardian (can be done through myBama)
  - See Parental Access to Student Records Handout
- Proxy feature: student may grant access to selected portions of record to anyone with valid email address
- Does not replace the need for written consent & does not allow faculty or GTA to discuss or release non-directory info

### Second of Five Disclosure Reasons – Directory Info

- Not considered harmful or an invasion of privacy if disclosed without consent.
  - Name & UA email address
  - Local Address & Phone Number & Permanent Address & Phone #s
  - UA School/College(s), Major(s)/Degree Program(s), Class/Level
  - Full-/Part-Time Enrollment Status
  - Degree(s) Earned and Date(s) & Dates of Attendance
  - Academic Awards and Honors
  - Prior Postsecondary Institution(s) Attended
  - Participation or membership in officially recognized activities, social or Greek organizations, sports (or in intercollegiate athletic teams)
  - Weight and height of members of intercollegiate athletic teams

### Third of Five Disclosure Reasons – School Officials

- Can only access information that is needed to perform job
- Violates policy to share or disclose info to 3rd party, within or outside UA, unless that person is also a school official with legitimate educational need
- Ex: can share information with academic advisors, athletic department academic advisors, department chair, deans, Provost, legal counsel, etc.

### Fourth of Five Disclosure Reasons – Parents

- When a student of any age enrolls in college, the FERPA rights transfer to the student
- A parent has no RIGHT to a college student’s record.
- UA policy allows UA to release record information to parent about their child in limited circumstances
- Next slides discuss four circumstances

#### WHEN UA MAY DISCLOSE TO PARENTS - Parents

1. When the student gives consent.
   
   a) Advise the parent that students may designate access to their academic record to parents and/or guardians via their myBama account
   
   b) Direct student to ‘Record Release to Parent/Guardian’ link under the Student Services folder located on the Student Tab of myBama
   
   To deactivate a previously assigned release, students must submit this request in writing to the UA Registrar

2. When the student verifies or parent proves student is claimed as a dependent on most recent tax filing.
   
   a) The downside of this is that students rarely know if their parents claimed them as a dependent on the tax return AND that is only valid for the current tax filing
   
   b) GTAs/faculty/colleges should never collect parent’s tax returns
   
   c) Instead, encourage the parent to have the student consent on myBama
3. If the student is under the age of 21, and UA has determined the student has violated any federal, state or local law or any UA policy governing the use, possession, or distribution of alcohol, narcotics, or other controlled substances.

NOTE: This is an exception student life employees use—GTA or faculty should not normally be discussing these issues with the parents.

WHEN UA MAY DISCLOSE TO PARENTS

4. When UA has determined that a health or safety emergency exists & parents may help alleviate the emergency (see next two slides).

TIPS:
- What a GTA/faculty member personally observed or heard the student say is not a FERPA-protected record.
- FERPA does not preclude us from discussing with parent what was personally observed.
- Contact UAPD if imminent threat by student.
- Otherwise, contact Behavioral Intervention Team or Student Care and Well-Being Office.
  - 205-348-2461
  - See http://threatassessment.ua.edu/ for more information.

WHO CAN BE TOLD IN HEALTH OR SAFETY EMERGENCY?

Anyone if knowledge is necessary to protect health or safety of students or others.
- Current or prior peers of student
- Mental health professionals who can provide info to help protect against threat
- Law enforcement officials
- Potential victim and parents of potential victim
- Other schools that student has previously attended (can rely on current school’s emergency decision)
- Threat Assessment Teams (who decide if emergency)
  - AND PARENTS

FERPA BREACH NOTIFICATION

- If FERPA-protected student data is inadvertently disclosed, misplaced or stolen
- Ken Foshee, ken.Foshee@ua.edu, 348-2857
- Ashley Ewing, aewing@ua.edu, 348-6524
- They will confer with Office of Counsel and Strategic Communication to determine whether DOE or students must be notified.

ALABAMA BREACH NOTIFICATION LAW

- Only applies to electronic records (encrypt & use security measures)
- Applies to AL resident’s first name/initial & last name in combo with:
  - SSN/TIN, DL, or gov’t issued ID, financial account # with access info, medical info, health insurance policy # or unique subscriber ID & unique identifier
- UA has 45 days to provide notice if reasonably likely to have caused substantial harm to individuals to whom the information relates
- If over 1,000 persons, UA must notify AL AG & CRAs expeditiously as possible & without unreasonable delay
- Penalties: up to $500,000 for knowingly engaging in violation; $5,000 per day if fail to comply with notice provisions.
RELIGIOUS ACCOMMODATIONS

Laws Requiring Accommodation of Religious Beliefs

- First Amendment Establishment & Free Exercise Clauses
  - Government must be neutral
    - School can close on religious holiday only if primary effect is to advance a secular justification (Ex: absenteeism or holiday has been secularized)
  - School cannot interfere with free exercise of religion: If it does, it must prove there a compelling interest and it is the least restrictive means
- Alabama Religious Freedom Amendment – AL Const. Art. I §3.01
  - Can only burden freedom of religion if in furtherance of compelling governmental interest and is the least restrictive means

Guidelines for Accommodating Students’ Religious Beliefs

- Review website: http://provost.ua.edu/religious-observances.html
- Faculty are required to make reasonable efforts to accommodate sincerely held religious practices and observances of students unless the accommodation would create an undue hardship on the University
- Refer to on-line a schedule of religious holidays (http://www.interfaith-calendar.org/)
- Be cognizant of major religious/cultural observances when planning major UA events

Guidelines for Accommodating Students’ Religious Beliefs

- Include on syllabus and announce at beginning of semester
  - Students should notify faculty (in writing or email) in the first two (2) weeks of the semester of their intention to be absent from class for religious observance
  - Faculty should provide students who gave notice and are absent a reasonable opportunity to complete academic responsibilities in the original or alternative form without penalty, unless doing so would interfere unreasonably with the academic integrity of the course
  - If parties can’t agree on religious accommodation, student may file academic grievance

Procedures for Accommodating Employees’ Religious Beliefs

- If an employee needs a reasonable accommodation for religion, disability, or pregnancy, visit http://hr.ua.edu/reasonable-accommodation for links to appropriate accommodation page.
- UA provides reasonable accommodations for employees’ sincerely held religious beliefs or practices unless doing so would impose an undue hardship on UA.
  - http://hr.ua.edu/procedures-for-applicant-religious-accommodations
  - Any adjustment to the work environment or in the ways tasks or responsibilities are customarily done that enables the employee to participate in their religious practice, without undue hardship on conduct of UA’s business of operations

Procedures for Accommodating Employees’ Religious Beliefs

- Employee completes Religious Accommodation Request Form & sends to HR Religious Accommodation Coordinator, emarbutt@fa.ua.edu, when an employee
  - Has a reoccurring schedule conflict due to religious beliefs and/or events,
  - Has requested to be off due to a religious event that conflicts with a mandatory work schedule; or
  - Has requested to be off due to a religious event and the leave request has been denied
- Employees must engage in interactive dialogue with the HR Partner for the department
**ETHICS – POLICY & STATE LAW**

**UA CODE OF ETHICAL CONDUCT – Eight Standards**

1. Provide quality education, research, business interactions, healthcare, & other services
2. Treat individuals with respect
3. Comply with applicable laws, regulations, and policies
4. Use confidential information responsibly
5. Acknowledge and appropriately manage conflicts of interest
6. Safeguard & accurately account for UA resources
7. Provide a safe environment
8. Document, code, bill & collect in accordance with applicable rules and regulations

Appendices A-C reference related student, faculty & staff and general policies

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**REPORTS OF VIOLATIONS & ANTI-RETALIATION PROVISION**

- UA community members required to bring suspected violations of applicable laws, regulations, policies & standards to attention of appropriate office
- Notice of suspected compliance violation is treated very seriously
- UA community members are prohibited from retaliating or allowing retaliation against UA community member for reporting activities suspected of violating laws, regulations, contractual obligations, or UA policy
- Confirmed violations result in appropriate consequences

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**COMPLIANCE WITH STATE ETHICS LAW**

- [http://provost.ua.edu/state-ethics-law.html](http://provost.ua.edu/state-ethics-law.html)
- See handout
- UA must make mandatory report to Ethics Commission for suspected violations
- Covers many UA policies that protect employees from violating state ethics law (criminal). Ex:
  - State employee cannot sell football tickets for price greater than what employee paid
  - Faculty cannot use own textbook unless approved by textbook selection committee
  - Cannot use UA property or employees for personal gain (only for UA business)
  - Cannot accept gifts to corruptly influence official action
    - OK if gift is of de minimis value ($25 or less) and no corrupt influence
Compliance with State Ethics Laws and UA Policies Addressing Ethical Issues
(Updated July 2018)

1. **Legal Duty to File Statement of Economic Interest.** Ala. Code § 36-25-14 requires all full-time public employees whose base pay is $75,000 or higher to file a Statement of Economic Interests no later than April 30. Each person who meets the necessary criteria, regardless of whether they retired the previous year or served/worked in the public position for any time (even a portion of one day) during the previous year, is required to file. **The duty of an employee to comply with the Ethics Act, including the duty to file the Statement of Economic Interests, rests with the employee, not UA.** Employees who are required to file, but fail to timely file a Statement of Economic Interests with the Ethics Commission may be fined $10.00 per day not to exceed $1,000.00 or be charged with a Class A misdemeanor for intentional failure to file [Ala. Code § 6-25-14(d) & (e)]. More information is available at: [http://ethics.alabama.gov/forms-ecint2.aspx](http://ethics.alabama.gov/forms-ecint2.aspx).

2. **Proof of Mandatory Online Ethics Training within 90 Days of Date of Hire.** All public employees required to file Statement of Economic Interests forms have 90 days from their date of hire or date of reaching the $75,000 base pay threshold to complete state-required training. If you are hired effective 8/16 you must complete this training no later than November 14. **The duty of an employee to comply with the Ethics Act, including the duty to complete the online training, rests with the employee, not UA.** The training is on-line at: [http://ethics.alabama.gov/training/intro.aspx](http://ethics.alabama.gov/training/intro.aspx).

3. **UA Requirement to Timely Provide Proof of Training to HR Service Center.** UA requires ALL NEW FACULTY to take the Ethics training (regardless of salary level). **It is each new faculty member’s responsibility to complete your individual online Ethics training within 90 days of your hire date.** You must print, sign, and put your CWID on the certificate after you complete your training, and send a copy of it to the HR Service Center by email to hrvctr@ua.edu or by campus mail to Box 870174. (HR Service Center is located in the Human Resources Administration Bldg., 1670 Ruby Tyler Parkway; phone number is (205) 348-7732.

4. **Criminal Act to Use Position for Financial Gain/Rules for Contracts with UA.** It is a violation of the State Ethics Code (felony or misdemeanor, depending on facts) for a UA employee to use his/her position with UA to obtain personal gain for themselves, a family member or any business with which the employee is associated. **(See Alabama Code § 36-25-5).** Ala. Code § 36-25-11 prevents any public official or public employee, or members of their households, or any businesses associated with these people from entering into a contract that will be paid for using government funds unless the contract has been awarded through a competitive bid process. The contract must then be filed with the Ethics Commission within ten (10) days of its execution.

5. **More Information on Amendments to Ethics Act & Gifts to Public Employees.** Additional information about the Ethics Act may be found at: [http://ethics.alabama.gov/law.aspx](http://ethics.alabama.gov/law.aspx). For example, public employees may not solicit or receive anything for the purpose of corruptly influencing official action, regardless of whether or not the thing solicited or received is a thing of value. Family members of public employees may not receive anything given to them for the purpose of corruptly influencing official action. No public employee shall, other than in the ordinary course of business, solicit a thing of value from a subordinate or person or business with whom he or she directly inspects, regulates, or supervises in his or her official capacity. Excluded from the definition of “thing of value” are meals at educational functions/workshops/widely attended functions or items or services of de minimis value, or meals under $25 (maximum of $50 per year). Convictions of intentional violations of Ethics Laws are class B felonies (2-20 years in prison & fines up to $30,000).
6. **Ethics Law Pertaining to UA Employees Selling Textbooks.** Violations of the Ethics Act occur if a UA employee sells an instructor edition or complimentary copy of a textbook or any related materials (study guides, test banks, supplementary CDs, etc.) to anyone, including a student, bookstore or online textbook reseller, unless the proceeds of that sale are retained by the University. For example, sale proceeds can be deposited into a departmental account to purchase office supplies or institutional purposes. Employees selling complimentary course materials are responsible for providing documentation showing that they have not personally profited.

7. **Faculty Handbook Policy on Textbook Selection.** Each academic department is expected to have a textbook selection committee. If a faculty member wants to use a textbook, lab manual, computer software or other materials from which the faculty member or any person or business associated with the faculty member’s family obtains direct financial gain, the faculty member SHALL submit a recommendation to the textbook selection committee at least three months prior to the beginning date of the semester in which the material will be used. The committee reviews the recommendation, considers the appropriateness of the materials and alternative materials and informs the faculty member and department head or dean of its decision. Decisions on selection of materials authored by a faculty member, or from which the faculty member receives royalties, are effective for all semesters beginning in the next subsequent 12 months, if the faculty member elects to continue using the textbook or materials. Faculty members submitting textbook selections online must certify compliance with this policy. Because individual faculty members cannot make the final decision of the use of such materials, faculty members should not enter into a contract with a publisher that stipulates UA course adoption of the material. Further, receiving advance funds for authoring a textbook under a publisher’s agreement stipulating UA course adoption is a violation of this policy.

8. **Ethics Law Pertaining to Selling Football Tickets.** Current UA employees are allowed to purchase faculty/staff football tickets not available to the public. As such, they cannot sell their faculty/staff order sheet or purchased faculty/staff tickets for a profit. The faculty/staff purchase rate is lower than the face value of the ticket. Any sale above the purchase price constitutes use of a public position for personal gain, a violation of the Ethics Act. UA officials investigate reports of any employee selling tickets for more than they paid for them or sale/trade for any value of complimentary tickets. Employees found to have profited from the sale or trade of tickets are subject to being reported to the Alabama Ethics Commission, which can levy fines and criminal charges. In addition, all faculty, staff and retirees who violate this policy are subject to penalties from the Intercollegiate Athletics office. Those penalties include revocation of current season tickets and bans on the purchase of faculty and staff tickets in the future. This policy applies to tickets labeled “Faculty/Staff” or “Complimentary.” Faculty, staff and retirees who purchase tickets through the Tide Pride Program can sell those tickets without these restrictions.

9. **University Policies on Use of UA/State Property for Personal Gain.** UA/state property, including equipment, supplies, tools, and building materials are to be used for conducting official business of UA. Private or personal use of UA/state property without proper authorization is prohibited. Faculty and staff shall not: a) make use of property or personnel of UA for the purpose of obtaining compensation from sources external to UA, except when such use is permitted by law and is a normal part of the individual’s professional academic activities, or b) use or permit the use of the name of UA in a way that would suggest that the activity is sponsored or endorsed by UA, without prior authorization of the President.
10. **Criminal Act to Use Property/Human Labor for Personal Reasons.** It is a violation of the State Ethics Code (felony or misdemeanor, depending on facts) for UA employees to use or cause to be used equipment, facilities, time, materials, human labor, or other UA/state property under their discretion or control for the private benefit or business benefit of that employee, except as otherwise provided by law or pursuant to a lawful employment agreement. It is also illegal for a person to solicit a UA employee to do these things for that person’s private or business benefit, except as otherwise provided by law. (See *Alabama Code § 36-25-5*). This includes using students and/or employees to perform personal errands or favors for non-work related purposes.

11. **Violation of Faculty Handbook Code of Conduct and AAUP Statement on Professional Ethics to Use Students for Private Advantage.** It is a violation of the Code of Conduct for a faculty member to exploit students for his/her private advantage. A faculty member should also acknowledge significant assistance from students, demonstrate respect for the student as an individual, and assure that evaluation of that student reflects their true merit.

12. **University Policies on Patents, Ownership Of Intellectual Property, Conflicts of Interest in Sponsored Programs.** Intellectual property generated during the course of your employment may also be owned by UA. Become familiar with Patent and Copyright Policies; Policy on Distribution of Royalties, Fees, and Other Financial Returns from Inventions Owned by the University; Policy on Conflict of Interest/Financial Disclosure in Research and Other Sponsored Programs; Policies and Procedures for Participation in Companies Commercializing University Technology, Data Ownership and Retention UA Policies and Procedures & other related policies, which are accessible at [http://ott.ua.edu/?page_id=211](http://ott.ua.edu/?page_id=211) and the Office for Sponsored Programs Policies and Procedures website at [http://ovpred.ua.edu/sponsored-programs/policies-and-procedures/](http://ovpred.ua.edu/sponsored-programs/policies-and-procedures/).

13. **Electronic Media Policy.** All electronic media systems, including but not limited to voice mail, text messages, e-mail, the Internet, fax machines, hardware, software, local area networks, files and all information composed, transmitted, accessed, received, or stored in these systems are the property of UA and employees should have no expectation of privacy in connection with the use of these systems. Those systems are to be used for conducting UA business, although limited incidental personal use is permitted provided it does not consume a significant amount of computing resources, does not interfere with job performance or work or other employees and does not violate laws, rules, policies or licenses. *However, the use of this equipment for personal commercial purposes or for personal financial or other gain is strictly prohibited.* (See Electronic Media Policy, Policy # 115, in the HR Policy manual [http://hr.ua.edu/hr-policy-manual](http://hr.ua.edu/hr-policy-manual)).

14. **Rules for Discarding UA/State Property.** As a state-funded entity, employees are prohibited from throwing away or discarding UA/state property. When things are no longer useful to a department, they may be sent to Surplus Property and then sold to the public. The only way an item purchased with UA/state funds can be sold is to offer it to the public through a public auction. ([http://fawp.ua.edu/surplus/surplus-property-2/](http://fawp.ua.edu/surplus/surplus-property-2/)).

15. **Inappropriate Conduct Regarding Use of UA/State Property.** Employees are prohibited from engaging in the following conduct and may be disciplined, up to and including dismissal: dishonest acts; appropriating state or student equipment, time, or resources for personal use or gain; misusing or neglecting UA/state property, funds, materials, equipment or supplies; or stealing or possessing without authority any equipment, tools, materials or other UA property or attempting to remove them from the premises without approval or permission from the appropriate authority.
16. Participation in Political Activities. Board Rule 320 prohibits the use, or appearance of use, of the UA name or resources in support of a political campaign or organization. This rule recognizes the civil and political rights and responsibilities of UA personnel and encourages them to fulfill their responsibilities as private citizens. It prohibits, however, the use or appearance of use of UA resources, time, or property for or on behalf of any political candidate, campaign, or organization or for any contribution or solicitation of any contribution to a political campaign or organization. No UA employee shall lend or appear to lend the support of UA in connection with any contribution or solicitation of any contribution to a political campaign or organization. When an employee is involved in political activity, it is incumbent upon them to make clear that they are acting in a private and individual capacity and that their activities have neither UA sponsorship nor support. UA employees may not seek or hold public office and remain employed at UA if such activities could or would result in a conflict of interest or interfere with the employee carrying out his University responsibilities. Employees who intend to seek election to public office must first obtain written consent from the Chancellor through appropriate reporting channels.

17. Employment of Members of the Same Family. Alabama law (§ 41-1-5) prohibits an employee of UA from appointing (hiring) any person related to him within the fourth degree of affinity or consanguinity to any job with UA. If this rule is violated, the appointment is deemed void and the person can be charged with a misdemeanor and fined up to $500 and imprisoned for up to one year. The Employee Handbook states that no employee is permitted to work within the chain of command when work responsibilities, salary, hours, career progress, benefits or other terms and conditions of one relative could be influenced by the other relative.

18. Restrictions on re-employment of retirees. The revolving door provision in the State Ethics law prohibits employees who retired from positions of authority at UA from being re-employed at UA for a period of two years, unless the employee suspends retirement benefits from Retirement Systems of Alabama. See Re-Employment of Retirees, Policy # 291 in the HR Policy Manual (http://hr.ua.edu/hr-policy-manual). Retired UA employees need to email the Ethics Commission at info@ethics.alabama.gov for approval to work at UA (and should include his/her former position description). Once the employee receives a decision from the Ethics Commission, they should forward a copy to the appropriate HR partner for the retiree’s employing department.

19. Code of Ethical Conduct. All employees should adhere to the Code of Ethical Conduct (accessible on the Policies website at https://www.ua.edu/about/policies). UA community members are required to bring suspected violations of applicable laws, regulations, policies, and standards to the attention of the appropriate office and are protected from retaliation for making a good faith report.

20. UA Compliance and Fraud Hotline. Unethical or illegal behavior in violation of the Ethics Laws should be reported to your supervisor, Dean’s office, or anonymously through the UA Compliance and Fraud Hotline: http://financialaffairs.ua.edu/compliance/. The University must report ethics law violations to the State Ethics Commission (Alabama Code § 36-25-17). Knowingly transmitting a false report to the Ethics Commission is a Class A misdemeanor and subjects the reporter to actual legal expenses incurred by the respondent against whom the false report was filed.
Providing Academic Accommodations to Students with Disabilities

Office of Disability Services
Vanessa Goepel, MA, LPC-S
Director

Location and Contact
Houser Hall, Room 1000
(205) 348-4285
ods@ua.edu

ODS Testing Center
(205) 348-2716
odstesting@ua.edu

Accommodation guidance: http://ods.ua.edu/faculty/

ODS Responsibilities
- Determine if a disability is present and any functional impact.
- Determine what accommodations would allow for equal access.
- Maintain confidentiality of all disability-related information.
- Serve as advocates for disability law.

Faculty Responsibilities
- Provide a syllabus statement reminding students to discuss accommodations with you.
- Maintain confidentiality of all disability-related information.
- Provide accommodations as determined by ODS.
- Consult with ODS if you have concerns. Accommodations must be provided until an alternative is reached.

Student Responsibilities
- Self-identify to ODS and provide documentation.
- Individualized meeting with Accommodation Specialist.
- Discuss implementation of accommodations with instructors.
- Continue to meet academic requirements.

AY 2018-2019
2,282 students registered with ODS, comprising 6% of the total student body.

Percentage of students with each disability type:
- ADH 50%
- LD 45%
- Psychiatric 30%
- Medical 15%
- Autism Spectrum 0%
- Visual Impairment
- Hearing Impairment
- Mobility

ODS student growth over a 3 year period:
- Undergraduates 94%
- Graduates 6%
Common Accommodations

- Testing
- Note-taking
- Syllabus modifications
- Accessible communication and materials

Accommodation guidance: http://ods.ua.edu/faculty/

Faculty Notification Letter

When am I on notice that I must provide a particular accommodation?

Once the student has sent the Faculty Notification Letter via email and/or ODS Online Portal.

Instructors are not obligated to provide academic adjustments until they have received a Faculty Notification Letter. If the letter arrives only within a few days of an exam, the instructor is obliged to “do the best you can” in providing reasonable academic adjustments on short notice.

Providing Accommodations

What do I do once I have been presented with a Faculty Notification Letter? Provide the accommodations as listed. Document any accommodations the student declines to use.

If you have any questions or concerns about implementing specific accommodations, contact ODS staff ASAP. If ODS is not contacted, faculty members are considered to have agreed to providing the recommended accommodations.

Accommodated Testing

Yes, ODS can help, although the ultimate responsibility for providing accommodations lies with the instructor and the department. Faculty must provide ODS with a Testing Agreement in the ODS Online Portal.

Accommodation guidance: http://ods.ua.edu/faculty/

ODS proctored exam growth over a 4 year period:

Recommendations for Instructors

At the beginning of the semester, encourage students to meet with you to discuss accommodations.

- Be prepared to arrange note takers on behalf of students (use of Tegrity or Penopto is also recommended)
- Be prepared to provide exam accommodations if ODS Testing Center is booked to capacity
- Think through how attendance modifications and make-up work can be offered

Consult ODS if you have questions or concerns. Never refuse an accommodation without talking to ODS!

Instructors play a key role in the success of students!
OVERVIEW OF THE ODS ONLINE PORTAL
LAUNCHING FALL 2019
odsonlineportal.ua.edu
Training available at ods.ua.edu/faculty

ELECTRONIC FACULTY NOTIFICATION LETTER
- ODS students request letters through the portal
- Student selects accommodations for each course
- Faculty receive letter via UA email and can also access letter via portal
- Letter will include details about accommodations with links to relevant policies or forms

SIMPLIFIED PEER NOTE TAKING PROCESS
- Faculty identify notetaker and provide link to portal
- Notetaker creates a profile and uploads notes
- ODS and faculty can audit notes to determine consistency, quality and reimbursement eligibility
- Eliminates need for UA Box and Qualtrics

INTERFACE WITH ODS TESTING CENTER
- Complete testing agreement to provide exam instructions
- View exams that have been scheduled by students
- Use the portal to securely upload exams
- Receive automated emails regarding scheduled exams

FACULTY PORTAL
- View all accommodations requested for each class you teach
- Complete testing agreement and view scheduled exams
- View the assigned course notetaker and notes uploaded
- See interpreters assigned to your course

Office of Disability Services   ods@ua.edu   205-348-4285   Houser Hall 1000   ods.ua.edu/faculty
Run, Hide, Fight: Active Shooter Overview

University of Alabama Police Department
HELPING YOUR STUDENTS WITH NON-ACADEMIC ISSUES:

OFFICE OF THREAT ASSESSMENT, THE COUNSELING CENTER, AND THE OFFICE OF STUDENT CARE AND WELL-BEING

Alton Story, Director
Office of Threat Assessment .................................................46

Jeremy Henderson, Director
Office of Student Care and Well-Being .................................49

Greg Vander Wal, Executive Director
Counseling Center .................................................................51
Behavioral Threat Assessment at The University of Alabama

The Evolution of U.S. School Shootings

April 20, 1999 - Tuesday

- At the time, the deadliest school shooting incident in U.S. history
- Approximately 21 minutes of shooting, mainly in the school's cafeteria and library
- 15 dead - including Klebold and Harris
- 24 seriously injured (3 hurt during escape efforts)

UA Behavioral Threat Assessment

OBJECTIVES

- Identify 'Persons of Concern' within the UA community
- Assess, with consistency, the potential for violent behavior
- Prevent/Minimize UA's exposure to a potential violent act
  - Manage identified underlying issue(s) by intervention
  - Be PROACTIVE, not reactive

The University of Alabama
Office of Threat Assessment

UA Behavioral Threat Assessment

GOAL

- Safety/Security of all UA Students, Employees, and Visitors
- Identify Concerns Early
- Investigate Thoroughly
- Provide 'Person of Concern' with Appropriate Resources
  - Mental Health, e.g., UA Counseling Center
  - Environment Modification, e.g., physical move, cell/email change

The University of Alabama
Office of Threat Assessment

33rd Annual Workshop for New Graduate Teaching Assistants
Characteristics of Potentially Violent Students

- Observed as a “outsider,” noted discomfort in a social setting
- Constantly tormented/bullied by their peers
- Evidence of past violent behavior
- History of stalking, harassment, or surveillance of colleagues
- Identification with, or continual praise for identified perpetrators of violence
- Fascination with and/or access and familiarity with weapons
- Self-justification for violence, i.e.-“an eye for an eye,” etc
- Desire to avenge self-perceived wrongs done to others
- Sudden and/or dramatic change(s) in personality
- Dialogue involving suicide, suicide ideation, and/or a sense of hopelessness

UA’s Behavioral Intervention Team

Jeremy Henderson  Director/Office of Student Care & Well Being
Todd Borst   Executive Director/Office of Student Conduct
Al Story    Director/Office of Threat Assessment
Matt Wilsie  Sergeant/UAPD
Beth Howard  Title IX Coordinator
Robin Jones  Legal Counsel/UA Systems Office (ad hoc)

UA’s Threat Assessment Team

Dr. Ralph Clayton  Associate Vice President/Department of Public Safety
Al Story  Director/Office of Threat Assessment
Dr. David Grady  Vice President/Division of Student Life
Dr. Jennifer Greer  Associate Provost for Administration
John Hooks  Chief of Police/UAPD
Robin Jones  Legal Counsel/UA Systems Office (ad hoc)
Dr. Clayton Shealy  Director/Psychology Clinic & Psychology
Dr. Nancy Whittaker  Associate Vice President/Human Resources

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The Evolution of Campus Security

Behavioral Threat Assessment

- Background Check and Personal History Review
- Criminal History Checks (National, State and Local)
- If a student, contact ‘local’ law enforcement
- Contact School Resource Officer
- Identify and interview friends, neighbors, etc.

33rd Annual Workshop for New Graduate Teaching Assistants
UA Behavioral Threat Assessment

UA Threat Assessment web site:

http://threatassessment.ua.edu/

Al Story
Office of Threat Assessment
(205) 348-2834
astory@fa.ua.edu
**Student Care and Well-Being: Providing care and support for UA students!**

**SCWB: Staffing**
- Jeremy Henderson, Director
- Tawanna Brown, Case Manager
- Dana Williams, Case Manager
- Delana Harbison, Crisis Intervention Specialist
- Brittany Ward, Student Care Specialist
- Social Work Intern

**SCWB: Overview**
- Programs and services designed to support UA students by intervening during or following a crisis and connecting them to the appropriate on and off-campus resources.
- Services provided 24 hours/day and 7 days/week

**SCWB: Current Services**
- **On-Call Dean Program**
  - Student in Need
    - Financial assistance
    - Food assistance
    - Academic advocacy
- **Student of Concern**
  - Case management
  - Monitoring and early intervention
- **Education and Outreach**

**Student Care 24/7: On Call Deans**
- Two Professional staff members rotate night and weekend hours to visit students who are transported to the hospital.
- On-call Dean incidents are routed to the Office of Student Care and Well-Being for follow-up.

**Serving Students in Need**
- Assisting students who have a physical illness/injury
- Assisting students experiencing the death of friends or family members
- **Tide Together and Acts of Kindness** funds are available for students experiencing various financial emergencies
- **Bama Cares:**
  - Care baskets are delivered to students admitted to local hospitals
  - Meal donations and food bags are distributed to students experiencing food insecurity
  - Personal hygiene items are available for students in need
Serving Student of Concern:

- SCWB works in conjunction with the Behavioral Intervention Team to identify and assist students who may be at risk of harming self or others
  - The BIT is a multidisciplinary team that meets weekly to discuss students involved in problematic and concerning behavioral situations.
  - The team reviews possible options for connecting students to various on and off campus resources for support.
  - Types of Behaviors addressed include: suicide attempts, suicide ideation, self-harm, threatening behavior, alcohol or substance abuse

Questions?

Student Care and Well-Being
3500 Ferguson Center
205-348-2461
Bamacares.ua.edu
What Can You Do?

- Be aware of distress signals, methods of intervention, and sources of help
- The Counseling Center's mental health professionals are available for consultation concerning UA students
- Call 348-3863 to discuss these matters further
- Avoid email to initiate a crisis
- Stay involved for a brief time
- Show care and concern
- Be willing to listen

Distress Signals

- DEPRESSION
- AGITATION OR ACTING OUT
- DISORIENTATION
- DRUG AND ALCOHOL ABUSE
- SUICIDAL THOUGHTS
- VIOLENT AND AGGRESSION
- ACADEMIC PROBLEMS
- INTERPERSONAL PROBLEMS

Intervention Guidelines

Following the guidelines below can lead to a positive outcome.

- Safety First
  - keep safety in mind as you interact with a distressed student
  - Maintain a safe distance and a route of escape
  - If danger to you or the student seems imminent, call 911 or the UA Police Department at 205-348-5454.
- Avoid Escalation
  - Avoid threatening, humiliating, and intimidating responses
  - Avoid “pulling rank” and assert authority unless you are certain of the student’s mental health status.
    • Distressed students are in need of listening and support. One can always remind them of rules at a later time.

Intervention Guidelines

Following the guidelines below can lead to a positive outcome.

- Use Good Listening and Communication Skills
  - Take a calm, respectful, matter-of-fact approach
  - Ask direct questions
    • does not “put ideas in their heads”
    • relieved to know that someone has noticed the problem and is paying attention.
  - Show them you are engaged by using good non-verbal communication skills like maintaining eye contact.
  - It is helpful to use “I” statements rather than “you” statements.
  - Tell the student directly why you think counseling would be helpful.
  - Make it clear that your recommendation represents your best judgment based on the student’s behaviors or concerns.
  - Discuss your observations and perceptions directly and honestly with the student.

Intervention Guidelines

Following the guidelines below can lead to a positive outcome.

- Honor the Truth of the Student’s Experience
  - Some students appear distressed in order to get attention or relief from responsibility.
    • only a thorough assessment can determine such a situation.
  - Attention-seekers can have serious problems too
- Know Your Limits
  - some students will need much more than you can provide
  - Respect any feelings of discomfort you may have
    • focus on getting them the assistance they require
  - Let them know that confiding in you was a good choice
  - be accepting and nonjudgmental
  - try to identify the problem area
  - indicate that seeking professional help is a positive and responsible thing to do
  - Consult with the CC if you need immediate assistance.
Referral Guidelines

- **Initial appointment:**
  - have the student call from your office (205-348-3863).
  - walk the student over

- **Follow up**
  - Follow up with the student a later date to show your continued interest even if they did not accept your attempted referral.

- **If the student is in imminent danger of harming themselves or others, contact UAPD at 205-348-5454** or 911

Signs of Overextending Yourself

- Feeling stressed out or overwhelmed by the situation
- Feeling angry at the student
- Feeling afraid to the point of panic
- Having thoughts of “adopting” or otherwise rescuing the student
- “Reliving” similar experiences of your own

Take Home Point

**If you see something, say something.**

- To your supervisor
- For immediate safety concerns, to UAPD
- For suspected mental health emergencies, to the Counseling Center
  - Call 348-3863 during operating hours

Overview of Counseling Center

- **Mission:** help University of Alabama students achieve academic success and personal growth through quality counseling and psychological services, outreach, consultative services, and the training of mental health professionals.

  counseling.sa.ua.edu
  (205)348-3863

Counseling Center Services

- **Individual Therapy**
  - Begins with an initial appointment
  - Schedule by calling 348-3863
  - 15 sessions per academic year
  - $15/session, billed to student’s account

- **Referrals**
  - Medication
  - Other counseling services beyond our scope

- **Support Groups**
  - Topics include stress management, anxiety, grief, interpersonal skills, body image, healthy living
  - Special groups for international students, first generation students, REACH students, and students who identify as transsexual.
  - No cost, unlimited sessions permitted.

- **Crisis Intervention**
  - Daytime (8 a.m - 5 p.m., M-F): walk-in services available at the CC
    - For emergent issues related to safety
  - Nighttime/weekends: on-call counselor available
    - Contact UAPD at 8-5454
    - Request to speak to on call counselor
    - For emergent issues related to safety

- **Consultation**
  - In person or over the phone
  - Free service
  - Provided to faculty/staff/anyone with a concern about a student
  - Calls are typically handled immediately or returned same-day
Counseling Center Services

• Campus Community Outreach
  – Lectures, presentations, panels, displays, events....
    • Request page on our website
  – Any topic related to college student mental, emotional, and behavioral health and wellbeing can be accommodated
  – QPR; Ask, Listen, and Refer
  – Mind Matters Workshop Series
The University of Alabama’s (UA) Behavioral Threat Assessment protocol is committed to improving the safety of UA’s community through a proactive, multi-disciplinary, and structured approach to situations which pose, or may reasonably pose, a potentially violent threat to the UA environment. UA’s Behavioral Threat Assessment protocol ensures any developed information will be appropriately assessed, analyzed, and acted upon to ensure the safety and well-being of all associated with the UA community.

**How to Report Information**

**EMERGENCY SITUATIONS**

Any information/situation noting an imminent threat to one’s safety or the safety of others should be considered as an emergency and immediately reported to The University of Alabama Police Department (UAPD). To contact UAPD, call **911** or **(205) 348-5454**.

Examples of **EMERGENCY SITUATIONS**:  
- Possession of a weapon (guns, knives, etc.) on UA property  
- Possession of a bomb or bomb-making materials on UA property  
- Physical assault or attempted physical assault (with or without weapons) on UA property  
- Explicit threats to inflict physical harm to one’s self or others

**NON-EMERGENCY SITUATIONS**

Any information/situation involving a threat of violence or alarming and/or disruptive behavior which is clearly not within the above-detailed “Emergency Situation” category should be reported as follows:

**UA Student** – If the behavior involves a current UA student, the information should be forwarded to the chairperson of the BIT (Dean of Students Office – [http://dos.ua.edu/](http://dos.ua.edu/), (205) 348-3326)

**UA Faculty** – If the behavior involves a current UA faculty member, the information should be forwarded to the Dean’s Office of the involved College/School and to HR Partners ([http://hr.ua.edu/hr-partners](http://hr.ua.edu/hr-partners))

**UA Staff** – If the behavior involves a current UA staff member, the information should be forwarded to the Vice-President’s Office of the applicable division and to HR Partners ([http://hr.ua.edu/hr-partners](http://hr.ua.edu/hr-partners))

**UA Visitor** – If the alarming/threatening behavior involves a visitor to the UA community, the information should be forwarded to UAPD – (205) 348-5454
The Counseling Center

Greg Vander Wal, Executive Director
https://counseling.sa.ua.edu
(205) 348-3863

The University of Alabama Counseling Center’s mission is to help UA students achieve academic success and personal growth through quality brief counseling and psychological services, outreach and consultative services, and training of mental health professionals.

How To Refer A Student
There are both more and less effective ways to refer a student for counseling. Following the guidelines suggested below should help concerned others initiate and complete a successful referral to our center.

1. Express your concern directly to the student. Be respectful, honest and straightforward in your language about the emotional health issues that you are noticing. Avoid belittling them or communicating pity. Remember that they are just not feeling well; otherwise they’re just like you.

2. Check your own attitude about mental health services. If you see it as a negative thing chances are good the student will perceive that as well. Encourage them in this positive undertaking and ask them to call 348-3863 to set an appointment. They can call from your room or office, or you can offer to call for them. If you call please be aware that we don’t allow third parties to set an appointment, but you can get the process started and then hand the phone to the student. You can also offer to walk the student to our center to set the first appointment.

3. You may call us first yourself if you have questions about our services or about communicating with the student. If you wish to report your concerns to us, please take great care to stay close to the facts as you know them. Steer clear of rumors, hearsay, or gossip, or at least identify it as such. A factual report leads to the best interventions and outcomes. False reports can lead to negative events for both the student and for you, including civil court proceedings and Judicial Affairs sanctions.

4. In some cases we will recommend that you meet with the student and give you suggestions about what and how to communicate with him or her. From the student’s point of view, such an encounter is logical because you are known to them and they can understand why you might be concerned. Due to normal anxieties it is natural for you to feel an urge to disengage from the situation, but doing so is less than ideal. Try to stay engaged for the short period that is needed. After that, we or others will take over and assume responsibility for further assessment, counseling, or referral. Some feel they either don’t have the right to “intrude” into students’ personal lives, or feel they should avoid any responsibility for information they obtain about them. In our
view, neither perspective is reasonable. Expressing concern for others based
on observable behavior is not a violation of privacy, and once you inform
others who are in a position to help, you have discharged responsibility you
have for the information you obtained. This does not mean, however, that you
should not remain involved to some degree, as noted above. Faculty and
Staff members may see the FERPA Fact Sheet for other information on this
topic.

5. In cases in which there is not an emergency or a life-threatening issue, one
cannot “force” a student into counseling. One can only encourage it and keep
monitoring the situation. Attempting to coerce or “trick” such students into
counseling can backfire horribly; they may come to see counseling as
negative and you as manipulative, thereby losing trust and faith in both. If
they do pursue counseling on their own, it is highly important they feel a
sense of privacy and a good measure of control over their affairs.

6. This does not mean, however, that you should never give a student an
ultimatum about changing their behavior. Some parents or authority figures
should consider doing so if the behavior in question is self-destructive or
disruptive for others. The key in this scenario is “behavior change”, and this
can occur both in and out of the context of counseling. Counseling can be a
useful mechanism of behavior change, but it isn’t the only one. Sometimes
parents, for example, may tell their student that they will withhold funding for
school if they do not change failing grades, repeated alcohol violations, etc,
and add that counseling is one way they can work on this. This can be quite
effective when done well.

7. In emergency situations be mindful of your and others’ safety. If safety
appears to be an imminent concern, call 911 or UAPD at 348-5454. See
Interacting with Distressed Students for more information about this topic. If
safety is not an issue but the student is in an acute crisis with obvious signs
of distress, a counselor can come to the scene to assist. Be aware that our
policy in such circumstances is to have a police officer with us, in the event
that there is an escalation of disruptive or aggressive behavior.

Suicide Prevention
For information and resources regarding suicide prevention, please visit:
https://counseling.sa.ua.edu/counseling/suicide-prevention/
Office of Student Care and Well-Being

Jeremy Henderson, Director  
https://bamacares.sa.ua.edu  
(205) 348-0456

The Student Care and Well-Being office was established to provide assistance and case management for students in crisis and outreach to parents and families. The staff in this area coordinates a range of services to assist students with issues and concerns that may interfere with their academic success.

The programs and services Student Care and Well-Being offers are detailed throughout this site. If you have questions about services available, please feel free to contact the office via email at bamacares@ua.edu or by phone at 205-348-2461.

In case of emergency, evenings after 5 p.m., weekends, and holidays please contact the University Police Department at 205-348-5454.

How to Report a Student of Concern

We all can play a part in promoting the safety and well-being of our community. One way that you can help is to be aware of individuals in distress and refer them to appropriate resources. If you are concerned for someone or feel they may pose a risk to themselves or others, please share the information using the reporting form below. SCWB staff will assess the urgency of the reported information and provide case management and/or BIT referral to address the concern.

Reporting Emergency Situations

Emergency situations, or situations where there is an imminent risk of harm to anyone, should be immediately reported to the University of Alabama Police Department (UAPD). UAPD may be reached as follows:
  • 911 or 8-5454 from any UA phone
  • 205-348-5454 from a non-UA phone

Examples of emergency situations include, but are not limited to, the following:
  • Possession of weapons (guns, knives, etc.) on campus
  • Possession of bombs or bomb-making materials on campus
  • Physical assault or attempted physical assault, with or without weapons, on campus
  • Explicit threats to inflict physical harm to one’s self or others

Reporting Non-Emergency Situations

Examples of behavior falling under the reporting responsibility for non-emergency situations include, but are not limited to, the following:

Behavioral Signs
  • Stalking, harassing, and/or physically intimidating behavior towards others
  • Signs of substance abuse (decline in personal hygiene, mood swings, tardiness, etc.)
• Hyperactivity or rapid speech
• Difficulty concentrating
• Inappropriate fascination with guns or weaponry
• Unwarranted aggressive/irrational behavior through words and/or actions, fits of rage, etc.
• Significantly notable depression, unhappiness, or irregular emotional behavior
• Anger management problems, impulsivity, confrontational or disturbing words and actions
• Expression of suicidal ideations, feelings, or acts that may or may not involve others
• Threatening communications (statements, displays, photos, etc.) in any format
• Intentional damage to UA property

Academic Signs
• Disruptive behavior in the classroom
• Uncharacteristically poor academic performance
• Excessive absences
• Frequent sleeping in class

If you believe someone poses an imminent threat to themselves or others, please do not use the form below, but contact UAPD at 205-348-5454. If you have witnessed concerning or alarming behavior that is not an emergency, please complete the reporting form below to send the information to SCWB staff.

Report a Student of Concern
If you would prefer to report the information to a SCWB staff member during business hours, please call Student Care and Well-Being at 205-348-2461.
Effective Presentations and Classroom Dialogue

Dr. Adam Brooks,
Assistant Director of Public Speaking
Department of Communication Studies
Tell A Story

Engage Audiences
- AGD
- Justification
- Thesis
- Preview Statement

Analyze Your Audience

Organize
- Outline Basics
  - Attention Getter
  - Thesis
  - Body
  - Conclusion

WHAT?
• Extend Common Knowledge
• Provide New Information or Perspective
• Audience Identification / WIFM!!!!

#1: Clarify
OUTLINE BASICS

- Attention Getter
- Thesis
- Body
- Conclusion

Delivery

CONNECT WITH

THE POWER STANCE

First Impressions

How We Learn

\% occurs through sight alone
\% through hearing
\% through touch
\% through smell and taste.

Sredl & Rothwell, 1987
Filler words may seem natural...

But don’t let them take over your presentation.

Teaching Demonstration

3 - 5 minute presentation
- Preview
- Demonstration
- Summary

Remember
- No one is judging you
- Exercise helps you succeed even for RA’s
- Pick something concise
SHARE YOUR PASSION!

Professionalism

is not based on the quality of information but in the presentation of that information

The Speaking Studio

The Beginners Guide To

BODY LANGUAGE
PROFESSIONALISM IS NOT BASED UPON THE QUALITY OF INFORMATION, BUT IN THE PRESENTATION OF THAT INFORMATION.
SYLLABUS & COURSE PREPARATION

Dr. Kenon Brown, Associate Professor
Department of Advertising & Public Relations
Syllabus Creation and Course Preparation

Dr. Kenon A. Brown, Associate Professor and Graduate Coordinator
Dept. of Advertising and Public Relations

2019 New GTA Workshop

Session Overview

At the end of this session, you should be able to:

- Understand the importance of syllabus and course preparation for a productive classroom environment
- Understand the key components of a university-compliant syllabus
- Understand how to effectively prepare lecture or discussion notes for class
- Understand how to write a clear assignment sheet

The Five Roles of a Teacher

Resource

Support

Learner

Helping Hand

Mentor

So what makes a great teacher…?

- Personality
- Presence
- Passion
- PREPARATION

Course Preparation

Before you design your syllabus, lectures and assignment sheets, think about these questions:

- Who are your students (freshmen vs. seniors, majors/minors vs. others, etc.)?
- What are their backgrounds and prior knowledge levels?
- How big is the class (lecture with 100s vs. small class with 20-30)?
- What resources are available (departmental, university, web-based, library, etc.)?
- What is your end game? (Think about the objectives – what should they come out knowing?)

Preparing the Syllabus

A good syllabus:

- Provides a vision and rationale for the class
- Provides a logical rationale for the organization of the course
- Provides a clear set of expectations for the course
- Defines and discusses the mutual responsibilities of the instructor and the students in successfully meeting course goals
- Allows students to achieve high degrees of personal control over their learning
- Serves as the students’ contract for learning
Preparing Lectures

While delivering lectures will be covered in another breakout session, here are some tips for preparing your lecture notes and slides:

- Make sure your introduction does two things
  - Sets a clear and engaging agenda to get to your goal for the day
  - Provides an outline of your objectives and key points
- Create an outline of your main points, examples or demonstrations
- Limit your main focus in a lecture to five key points or fewer (please know – you can’t cover everything)
- Use supplements (visuals, analogies, examples, demonstrations, etc.) when you can to reinforce your points and push discussion
- Make sure your conclusion does two things
  - Ties together the points you’ve made throughout the lecture
  - Places the lecture in the wider context of your course

Three Assignment Sheet Mistakes

Mistake #1: The assignment sheet is too long
- Keep your assignment sheet to one page (2-3 pages for major assignments)
- Don’t repeat information that is in your syllabus except deadlines
- Get to the point of the assignment quickly and then provide the important details

Mistake #2: The assignment sheet is too vague
- Don’t give students more questions than answers from your assignment sheet
- Tell students the purpose of the assignment at the beginning
- Be clear about the requirements that you are looking for and grading in the assignment
- Direct students to examples if possible

Mistake #3: The assignment sheet lacks guidelines
- Tell students exactly how you want them to submit the assignment and when it is due
- Give any information about formatting and other directions that will help them complete the assignment
- Tell them how the assignment will be graded (not a complete rubric, but at least some expectations)
Course Description
This workshop-style course is designed to provide students with the practical writing knowledge and skills required to successfully execute public relations and strategic communication campaigns. Students will learn theories, tactics and techniques commonly used by public relations practitioners in agencies, corporations and nonprofit organizations. After completing multiple writing and applied theory assignments, students will have a portfolio and a skill set, which will ideally assist each student in acquiring a job or internship in the field. This course is a combination of lectures and lab exercises where critical thinking and attention to detail are crucial. Since this is an upper-level, required course that provides the skills necessary to be a successful PR practitioner, students are expected to act and abide by professional standards.

Prerequisites
To be enrolled in this course, you must have junior standing and completed MC 101, JCM 103, APR 231, APR 250, APR 271, APR 280, APR 300 and JCM 303. The College of Communication and Information Sciences requires that all students enrolled in upper division courses (300 and 400 levels) maintain an overall GPA of 2.0. If you have not met these requirements, or if you lack the course prerequisites, you will be required to drop the course.

Course Objectives
At the conclusion of this course, students will…

- Demonstrate critical thought in strategic planning by applying the four-step process (research, planning, communication, evaluation).
- Understand how to match strategic communication messages with appropriate channels of delivery in print, broadcast and on the web.
- Understand the concept of relationship building and the ways in which public relations writing can contribute to those efforts.
- Understand and apply theoretical concepts in persuasion, mass communication, and public relations.
- Demonstrate legal concepts of particular concern to public relations and the relationship between ethics and professionalism.
- Demonstrate the five dimensions of news value.
- Master AP Style and the delivery of clean, concise and effective copy.
Student Learning Outcomes
- Students’ ability to demonstrate critical thought in strategic planning by applying the four-step process (research, planning, communication, evaluation) will be evaluated through the completion of a client-based communication plan.
- Students’ understanding of how to match strategic communication messages with appropriate channels of delivery in print, broadcast and on the web will be evaluated through the development of messages and tactics for individual and group assignments.
- Students’ understanding of the concept of relationship building and the ways in which public relations writing can contribute to those efforts will be evaluated through the completion of the communication plan.
- Students’ application of theoretical concepts in persuasion, mass communication, and public relations will be demonstrated through individual and group assignments, as well as class discussions.
- Students’ demonstration of legal concepts of particular concern to public relations and the relationship between ethics and professionalism will be evaluated during class discussions.
- Students’ application of the five dimensions of news value will be evaluated through the completion of various individual and group assignments.
- Students’ mastery of AP Style and the delivery of clean, concise and effective copy will be evaluated through the completion of various individual and group assignments.

Course Materials and Textbooks
Lectures and class discussions will be based on supplemental readings from several resources, including textbooks, websites and articles. Some readings will be available via Blackboard Learn; however, the following books and materials are required for the class:


The Associated Press Stylebook and Briefing on Media Law, 2018 Edition

Access to Poynter’s News University (www.newsu.org) and the course “Cleaning Your Copy: Grammar, Style and More” (free access – login required)

An action card with funds for printing and a flash drive to backup your work

Class Guidelines and Participation
- Do not use cell phones or computers during lectures and presentations.
- Read assigned material before coming to class to participate in discussion.
- Submit all written communication, including emails, in a professional format.
- Double-space all assignments to allow for corrections and comments unless noted.
- Do not eat during class, and please be careful with drinks.
Deadlines
All assignments are due on the date provided on your assignment sheets and in the syllabus. No late assignments will be accepted without instructor approval beforehand, and extensions will only be given under extraordinary circumstances. The instructor reserves the right to move due dates later in the schedule, but due dates will never be moved earlier in the schedule.

Attendance Policy
You are expected to attend class and group meetings at the designated times. If you are unable to attend a class or a group meeting, you must notify me via email (brownpreclass@gmail.com) by the day before your absence at the latest for the absence to be excused (DO NOT CALL to notify me of an absence). You are allowed two (2) absences, excused or unexcused, and after those absences, I will deduct ten (10) points from your final grade for each additional unexcused absence. Any excused absences after your “free” absences must be properly documented. Every two (2) arrivals after I pass around the attendance sheet (usually five minutes after the start of class) will count as an unexcused absence, and it is your responsibility to sign the attendance sheet if you arrive late. Students who do not attend the first two class meetings will be dropped from the course.

Campus Diversity Statement
The University endorses a student, faculty and administrative community enriched by women and men of diverse national origins, races, ethnicities, cultures, socioeconomic and geographic backgrounds, ages, physical abilities and religious/political beliefs. The University is committed to offering diverse cultural programs… that enhance awareness and appreciation of cultural and individual diversity, promote community and prepare students for the global society in which they will live and work. It is the goal of The University of Alabama to cultivate a hospitable campus environment in which all members of the University can work together and learn from each other in a climate of mutual respect. *(Excerpt from Statement on Diversity, which can be viewed online at [http://eop.ua.edu/policies.html](http://eop.ua.edu/policies.html).)*

Disability Services Statement
The Office of Disability Services is available to assist any student who has a qualified and documented disability. Once you are registered with ODS, you are encouraged to make an appointment with the instructor to discuss any special accommodations that you will need in this class. ODS is located at 133-B Martha Parham East and can be reached at 348-4285 or [http://ods.ua.edu/](http://ods.ua.edu/).

Academic Integrity Statement
All students in attendance at The University of Alabama are expected to be honorable and observe standards of conduct appropriate to a community of scholars. The University of Alabama expects from its students a higher standard of conduct than the minimum required to avoid
discipline. Academic misconduct by students includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit an act of academic dishonesty, including cheating, plagiarism, fabrication and misrepresentation. The Academic Misconduct Disciplinary Policy will be followed in the event of academic misconduct. You may review the full Academic Misconduct Disciplinary Code online at http://facultysenate.ua.edu/handbook/append-c.html. Academic dishonesty includes, but is not limited to each of the following acts when performed in any type of academic or academically related matter, exercise or activity.

Course Assignments

NOTE: Assignment sheets will be provided to give more detail about each task.

Writing Assignments (40 points each, 280 points total)
During the course of the semester, you will complete seven (7) writing assignments that demonstrate your understanding of persuasive communication tactics. Writing assignments will be due at the end of class Thursday during weeks 2, 3 and 4.

Week 2 – Mass Media – Due end of class Thursday, June 6
- Writing Assignment #1: Multimedia News Release
- Writing Assignment #2: Radio News Release

Week 3 – Digital Media – Due end of class Thursday, June 13
- Writing Assignment #3: Landing Page and Sponsored Ad Copy
- Writing Assignment #4: Social Media Posts

Week 4 – Media Publicity and Controlled Media – Due end of class Thursday, June 20
- Writing Assignment #5: Media Advisory
- Writing Assignment #6: Email Pitch and Media List
- Writing Assignment #7: Fact Sheet

Writing Mechanics Quizzes (10 points each, 40 points total)
The self-directed online course “Cleaning Your Copy: Grammar, Style and More” on Poynter’s News University (www.newsu.org) is designed to be an intensive review of the information you learned and/or reviewed in JCM 103. You will take four in-class quizzes that cover the material presented during the “Cleaning Your Copy” course as well as the PowerPoint presented in class during the lecture “Writing with Clarity, Conciseness and Style.”

“New Rules” Blog Post (80 points)
Each student will be assigned a specific set of chapters in the supplemental textbook “New Rules of Marketing and PR” and will write a blog post based on the information provided in their assigned chapters. Blog posts will be due by noon on Monday, June 17.

Final Exam (100 points)
The final exam will be available via Blackboard Learn on Tuesday, June 25. Students will have two hours to complete the exam from the point of opening the exam. The exam will consist of true/false and short answer questions related to lectures, as well as a writing assignment.

**Grading Scale (by points allocated)**

- A+ 500-485
- A 484-465
- A- 464-450
- B+ 449-435
- B 434-415
- B- 414-400
- C+ 399-385
- C 384-365
- C- 364-350
- D 349-300
- F 299 or less
APR 332: Public Relations Writing
Summer 2019 Schedule of Classes and Assignments
NOTE: Schedule is subject to change at the instructor’s discretion

Week 1

Tuesday, May 28
Course Introduction: Understanding Persuasive Writing
NOTE: This ONLINE lecture is available on Blackboard Learn
Readings: Wilcox & Reber; Chapters 2 and 3

Wednesday, May 29
DISCUSSION: Developing Message Strategy and the Importance of SEO
LAB: Writing Assignment Strategy Exercise
Readings: Blackboard Folder Materials

Thursday, May 30
DISCUSSION: Writing with Clarity, Conciseness and Style
LAB: Editing Practice Exercise
Readings: Blackboard Folder Materials
Assignment Sheet: “New Rules” Blog Posts

Week 2

Monday, June 3
LECTURE: Writing for Mass Media
LAB: Preparation for Writing Assignments
Readings: Wilcox & Reber; Chapters 5, 7 and 9

Tuesday, June 4
LAB: Multimedia News Release (Writing Assignment 1)

Wednesday, June 5
LAB: Audio News Release (Writing Assignment 2)

Thursday, June 6
OPEN LAB (Work on Writing Assignments 1 and 2)
Writing Assignments 1 and 2 Due by end of class

Week 3

Monday, June 10
LECTURE: Writing for Social and Digital Media
LAB: Preparation for Writing Assignments
Readings: Wilcox & Reber; Chapters 8, 10 and 11

Tuesday, June 11
LAB: Landing Page and Sponsored Ad Copy (Writing Assignment 3)

Wednesday, June 12
LAB: Social Media Posts (Writing Assignment 4)

Thursday, June 13
OPEN LAB (Work on Writing Assignments 3 and 4)
Writing Assignments 3 and 4 Due by end of class
Week 4
Monday, June 17
LECTURE: Media Publicity and Controlled Tactics
LAB: Media Advisory (Writing Assignment 5)
Readings: Wilcox & Reber; Chapters 6, 12 and 15
“New Rules” Blog Posts Due by noon

Tuesday, June 18
LAB: Email Pitch with Media List (Writing Assignment 6)

Wednesday, June 19
LAB: Fact Sheet (Writing Assignment 7)

Thursday, June 20
OPEN LAB (Work on Writing Assignments 5, 6 and 7)
Writing Assignments 5, 6 and 7 Due by end of class

Week 5
Monday, June 24
DISCUSSION: Business and Professional Communication/Final Exam Review
LAB: Professional Development Workshop (bring resume to class)
Readings: Wilcox & Reber; Chapter 13

Tuesday, June 25
FINAL EXAM (open on Blackboard Learn at 8 a.m.)
At the midterm point of the semester, your agency will submit a campaign planning report that will transition your campaign efforts from the research and planning phase to the development phase. This report will detail your initial plan for your campaign. Your report will have the following sections:

**Introduction and Background**
Provide an overview of the purpose of the project, including any background information about the company and/or brand that can help us understand the problem(s) being addressed.

**Marketing Goals**
State the overall goals for this marketing campaign. (*NOTE: These are NOT your communication objectives, rather these are the objectives set by your client based on its marketing plan. You should receive these objectives from your client.*)

**Situation Analysis**
Provide a summary and synthesis of your secondary AND primary research findings. The situation analysis should have four sections: (1) company analysis, (2) consumer and market analysis, (3) product and brand analysis, and (4) competitor analysis. Please refer to your handout on conducting market research for an explanation of each section.

**SWOT Analysis**
Assess the situation facing the organization by analyzing its strengths, weaknesses, opportunities and threats that are critical to the success of the campaign, as well as the intersections of these four areas.

**Problem Statement**
In one paragraph, state (1) the problem your organization faces, and (2) a call to action – how marketing communications can be used to solve that problem.

**Audience Profiles**
Describe your primary and secondary audiences that will be targeted during the campaign. Audience profiles must include four components: (1) a demographic and psychographic profile, (2) an analysis of the audience’s marketing situation (what the audience needs/wants from the product category), (3) an analysis of the audience’s relationship with the client, and (4) communication habits (how the audience receives news and information, in general and about the product category). Profiles can be presented as (a) a summary of the audience characteristics or (b) a personality profile narrative.

**Key Insights**
Based on the research conducted and summarized in your situation analysis and SWOT analysis, determine your key insights – no more than three – that will ultimately guide a significant portion of your campaign. Provide evidence for each insight based on your findings.
Communication Objectives
Propose your objectives for the campaign, based primarily on your positioning statement and key insights, but also drawn from your situation analysis. These should be the end results of your communication strategy, NOT the overall marketing campaign.

Positioning Statement
In one statement, succinctly state your strategy to position the organization’s product in the marketplace. This must be a customer-focused positioning statement, stating the target customer(s), frame of reference and reason for choice. This statement should guide all strategic and tactical decisions. The positioning statement has five parts and follows the following template:

For [insert target audience], the [insert product/brand] is the [insert point of differentiation (POD) – how your brand or product benefits customers in ways that set you apart from your competitors] among all [insert frame of reference (FOR) – the segment or category in which your company competes] because [insert reason to believe – the evidence and reasons why customers in your target audience can have confidence in your POD]

Big Idea
State and explain the Big Idea for your campaign. The Big Idea is more than a theme to your campaign; it is the foundation for your promotional undertaking – an attempt to communicate a brand, product or concept to your stakeholders by creating a strong message that pushes brand boundaries and resonates with consumers.

Creative Brief
In order to transition from the research and planning phases to the development phase, write a rough draft of your creative brief. Details about the creative brief will be provided.

The document must be written in Microsoft Word or saved in a Word format. Because this is an internal document, you are NOT required to design this using the Adobe Creative Suite. You must include your agency’s name and logo, client’s name and agency members’ names on the title page. Please cite sources in-text and provide a reference page, but you do NOT have to use APA style. Informal in-text citations (According to… or based on…) are encouraged. Information that is quoted word for word must be in quotation marks. You will email TWO versions of your completed proposal – Word format and PDF – to both instructors by Sunday, September 25, 2016 by noon. Failure to submit the report by the deadline (including before noon, not at 12:01 p.m.), or to follow the submission instructions, will result in a “0” for your group for the assignment.
Public Relations Writing
APR 332-050 | Summer 2019 | 3 Credit Hours
Lecture
Dr. Kenon Brown

Contact Information

UA Campus Directory:
- Dr. Kenon Brown (https://www.ua.edu/directory/?i=kabrown4#listing)

Prerequisites

UA Course Catalog Prerequisites:
JCM 103, JCM 303, MC 101, APR 231, APR 260, APR 271, APR 280, APR 300, and 20 hours in the major.

Course Description

Course Description and Credit Hours
Provides students with the practical writing knowledge and skills to research, plan and execute online and traditional public relations communications successfully. Students learn how to execute commonly used research-based communications that allow an organization to meet its strategic goals and reach target audiences. Writing proficiency is required and must be demonstrated to pass this “W-designated” course.

Required Texts

Required Texts from UA Supply Store:
- SCOTT / NEW RULES OF MARKETING & PR (Required)
- SCOTT (RENTAL) / (RENTAL) NEW RULES OF MARKETING & PR (RENTAL)
- WILCOX / PUBLIC RELATIONS WRITING & MEDIA TECH (LOOSE-LEAF) (Choose One)
- WILCOX (RENTAL) / (RENTAL) PUBLIC RELATIONS WRITING & MEDIA TECH (LOOSE-LEAF) (RENTAL)
- ASSOC PRESS (RENTAL) / (RENTAL) AP STYLEBOOK 2018 (RENTAL)
- ASSOC PRESS (RENTAL) / (RENTAL) AP STYLEBOOK 2018 (RENTAL)
- ASSOC PRESS (RENTAL) / (RENTAL) AP STYLEBOOK 2018 (RENTAL)
- ASSOC PRESS (RENTAL) / (RENTAL) AP STYLEBOOK 2018 (RENTAL)
- ASSOC PRESS / AP STYLEBOOK 2018 (Required)
- WILCOX (CODE/EBOOK) / REVEL FOR PUBLIC RELATIONS WRITING AND MEDIA TECHNIQUES (Choose One)
Course Objectives

At the conclusion of this course, students will...

- Demonstrate critical thought in strategic planning by applying the four-step process (research, planning, communication, evaluation).

- Understand how to match strategic communication messages with appropriate channels of delivery in print, broadcast and on the web.

- Understand the concept of relationship building and the ways in which public relations writing can contribute to those efforts.

- Understand and apply theoretical concepts in persuasion, mass communication, and public relations.

- Demonstrate legal concepts of particular concern to public relations and the relationship between ethics and professionalism.

- Demonstrate the five dimensions of news value.

Master AP Style and the delivery of clean, concise and effective copy.

Student Learning Outcomes

- Students’ ability to demonstrate critical thought in strategic planning by applying the four-step process (research, planning, communication, evaluation) will be evaluated through the completion of a client-based communication plan.

- Students’ understanding of how to match strategic communication messages with appropriate channels of delivery in print, broadcast and on the web will be evaluated through the development of messages and tactics for individual and group assignments.

- Students’ understanding of the concept of relationship building and the ways in which public relations writing can contribute to those efforts will be evaluated through the completion of the communication plan.

- Students’ application of theoretical concepts in persuasion, mass communication, and public relations will be demonstrated through individual and group assignments, as well as class discussions.

- Students’ demonstration of legal concepts of particular concern to public relations and the relationship between ethics and professionalism will be evaluated during class discussions.

- Students’ application of the five dimensions of news value will be evaluated through the completion of various individual and group assignments.

- Students’ mastery of AP Style and the delivery of clean, concise and effective copy will be evaluated through the completion of various individual and group assignments.
Other Course Materials

Lectures and class discussions will be based on supplemental readings from several resources, including textbooks, websites and articles. Some readings will be available via Blackboard Learn; however, the following books and materials are required for the class:


The Associated Press Stylebook and Briefing on Media Law, 2018 Edition

Access to Poynter’s News University (www.newsu.org) and the course “Cleaning Your Copy: Grammar, Style and More” (free access – login required)

An action card with funds for printing and a flash drive to backup your work

Outline of Topics

**Week 1**  
Tuesday, May 28

Course Introduction: Understanding Persuasive Writing

*NOTE: This ONLINE lecture is available on Blackboard Learn*

*Readings: Wilcox & Reber, Chapters 2 and 3*

Wednesday, May 29

DISCUSSION: Developing Message Strategy and the Importance of SEO

LAB: Writing Assignment Strategy Exercise

*Readings: Blackboard Folder Materials*

Thursday, May 30

DISCUSSION: Writing with Clarity, Conciseness and Style

LAB: Editing Practice Exercise

*Readings: Blackboard Folder Materials*

Assignment Sheet: “New Rules” Blog Posts
Week 2

Monday, June 3

LECTURE: Writing for Mass Media

LAB: Preparation for Writing Assignments

Readings: Wilcox & Reber, Chapters 5, 7 and 9

Tuesday, June 4

LAB: Multimedia News Release (Writing Assignment 1)

Wednesday, June 5

LAB: Audio News Release (Writing Assignment 2)

Thursday, June 6

OPEN LAB (Work on Writing Assignments 1 and 2)

Writing Assignments 1 and 2 Due by end of class

Week 3

Monday, June 10

LECTURE: Writing for Social and Digital Media

LAB: Preparation for Writing Assignments

Readings: Wilcox & Reber, Chapters 8, 10 and 11

Tuesday, June 11

LAB: Landing Page and Sponsored Ad Copy (Writing Assignment 3)

Wednesday, June 12

LAB: Social Media Posts (Writing Assignment 4)

Thursday, June 13

OPEN LAB (Work on Writing Assignments 3 and 4)

Writing Assignments 3 and 4 Due by end of class
Week 4

Monday, June 17

LECTURE: Media Publicity and Controlled Tactics
LAB: Media Advisory (Writing Assignment 5)

Readings: Wilcox & Reber, Chapters 6, 12 and 15

“New Rules” Blog Posts Due by noon

Tuesday, June 18

LAB: Email Pitch with Media List (Writing Assignment 6)

Wednesday, June 19

LAB: Fact Sheet (Writing Assignment 7)

Thursday, June 20

OPEN LAB (Work on Writing Assignments 5, 6 and 7)

Writing Assignments 5, 6 and 7 Due by end of class

Week 5

Monday, June 24

DISCUSSION: Business and Professional Communication/Final Exam Review
LAB: Professional Development Workshop (bring resume to class)

Readings: Wilcox & Reber, Chapter 13

Tuesday, June 25

FINAL EXAM (open on Blackboard Learn at 8 a.m.)

Exams and Assignments

Writing Assignments (40 points each, 280 points total)

During the course of the semester, you will complete seven (7) writing assignments that demonstrate your understanding of persuasive communication tactics. Writing assignments will be due at the end of class Thursday during weeks 2, 3 and 4.

Week 2 – Mass Media – Due end of class Thursday, June 6

- Writing Assignment #1: Multimedia News Release
Writing Assignment #2: Radio News Release

Week 3 – Digital Media – Due end of class Thursday, June 13

- Writing Assignment #3: Landing Page and Sponsored Ad Copy
- Writing Assignment #4: Social Media Posts

Week 4 – Media Publicity and Controlled Media – Due end of class Thursday, June 20

- Writing Assignment #5: Media Advisory
- Writing Assignment #6: Email Pitch and Media List
- Writing Assignment #7: Fact Sheet

- Writing Mechanics Quizzes (10 points each, 40 points total)

The self-directed online course “Cleaning Your Copy: Grammar, Style and More” on Poynter’s News University (www.newsu.org) is designed to be an intensive review of the information you learned and/or reviewed in JCM 103. You will take four in-class quizzes that cover the material presented during the Cleaning Your Copy” course as well as the PowerPoint presented in class during the lecture “Writing with Clarity, Conciseness and Style.”

- “New Rules” Blog Post (80 points)

Each student will be assigned a specific set of chapters in the supplemental textbook “New Rules of Marketing and PR” and will write a blog post based on the information provided in their assigned chapters. Blog posts will be due by noon on Monday, June 17.

- Final Exam (100 points)

The final exam will be available via Blackboard Learn on Tuesday, June 25. Students will have two hours to complete the exam from the point of opening the exam. The exam will consist of true/false and short answer questions related to lectures, as well as a writing assignment.

Grading Policy

Grading Scale (by points allocated)

Policy on Missed Exams and Coursework

All assignments are due on the date provided on your assignment sheets and in the syllabus. No late assignments will be accepted without instructor approval beforehand, and extensions will only be given under extraordinary circumstances. The instructor reserves the right to move due dates later in the schedule, but due dates will never be moved earlier in the schedule.

Attendance Policy

You are expected to attend class and group meetings at the designated times. If you are unable to attend a class or a group meeting, you must notify me via email (brownprclass@gmail.com) by the day before your absence at the latest for the absence to be excused (DO NOT CALL to notify me of an absence). You are allowed two (2) absences, excused or unexcused, and after those absences, I will deduct ten (10) points from your final grade for each additional unexcused absence. Any excused absences after your “free” absences must be properly documented. Every two (2) arrivals after I pass around the attendance sheet (usually five minutes after the start of class) will count as an unexcused absence, and it is your responsibility to sign the attendance sheet if you arrive late. Students who do not attend the first two class meetings will be dropped from the course.

Notification of Changes

The instructor will make every effort to follow the guidelines of this syllabus as listed; however, the instructor reserves the right to amend this document as the need arises. In such instances, the instructor will notify students in class and/or via email and will endeavor to provide reasonable time for students to adjust to any changes.

Statement on Academic Misconduct

Students are expected to be familiar with and adhere to the official Code of Academic Conduct (http://catalog.ua.edu/undergraduate/about/academic-regulations/student-expectations/code-academic-conduct/) provided in the Online Catalog.

Statement On Disability Accommodations

Contact the Office of Disability Services (ODS) (http://catalog.ua.edu/undergraduate/about/support-programs/disability-services/) as detailed in the Online Catalog.

Severe Weather Protocol

Please see the latest Severe Weather Guidelines (http://catalog.ua.edu/undergraduate/about/support-programs/severe-weather-guidelines/) in the Online Catalog.

Pregnant Student Accommodations
Title IX protects against discrimination related to pregnancy or parental status. If you are pregnant and will need accommodations for this class, please review the University’s FAQs on the UAct website (https://www.ua.edu/campuslife/uact/information/pregnancy).

**Religious Observances**

Under the Guidelines for Religious Holiday Observances, students should notify the instructor in writing or via email during the first two weeks of the semester of their intention to be absent from class for religious observance. The instructor will work to provide reasonable opportunity to complete academic responsibilities as long as that does not interfere with the academic integrity of the course. See full guidelines at Religious Holiday Observances Guidelines (http://provost.ua.edu/uploads/3/9/7/6/39760652/oaa_guidelines_for_religious_holiday_observance.pdf).

**UAct Statement**

The UAct website (https://www.ua.edu/campuslife/uact/) provides an overview of The University's expectations regarding respect and civility.
TEACHING &
LEARNING
WITH TECHNOLOGY

Mr. Rick Dowling,
Coordinator, Faculty Development
The Faculty Resource Center
Teaching & Learning with Technology

The Center for Instructional Technology
Rick Dowling
Coordinator, Faculty Development

UA Technology Basics

• If you remember nothing else from today...

www.cit.ua.edu

UA Technology Basics

• If you need to...
  – Check @crimson email
  – Register for classes
  – See class rosters
  – Access other tools

Go to myBama.ua.edu

UA Technology Basics

• myBama.ua.edu hints:
  – Check Contact Information
  – Update Emergency Contacts
  – Photo Class List

Photo Class List

UA Center for Instructional Technology

• The CIT supports:
If you want:
- An online grade book
- Discussions, wikis, blogs
- Online tests, quizzes, assignments
- Ways to share documents/videos/images
- Easy midterm/final grade import to myBama
  – Use Blackboard Learn

Go to
The Center for Instructional Technology

If you want to:
- Interact with large lecture classes
- Poll student opinions during class
- Check student comprehension
- Evaluate student participation
  – Use TurningPoint/Responseware

Go to
The Center for Instructional Technology

If you want to:
- Record audio, video, screen activity
- Have students record themselves
- Let students review class material outside class time
  • (it’s searchable!)
  • Automatically upload recordings with no extra steps
    – Use Tegrity Lecture Capture

Go to
The Center for Instructional Technology

If you want to:
- Check writing for plagiarism against a database of millions (96,000+ papers/year from UA alone)
- Grade and evaluate writing assignments online
- Let students do peer review
  – Use Turnitin

Go to
The Center for Instructional Technology

If you want to:
- Conduct a synchronous online class or meeting
  • With 2-way Audio and Video, App sharing, breakout rooms, PowerPoint slides and polls

  – Use Bb Collaborate Web Conferencing

Go to
The Center for Instructional Technology
UA Instructional Technology

• If you want to:
  – Store documents securely in the Cloud
  – Invite collaborators to share files
  – Access your files from anywhere
  – UNLIMITED storage!
  → Use UA+Box

Let’s Go to myBama!

• Log into myBama using DUO

• DUO
  – DUO two-factor authentication adds a second layer of security to your myBama account.
  – DUO is required for all UA students.

https://oit.ua.edu/service/duo/

UA Instructional Technology

For more information:
http://cit.ua.edu
205-348-3532
Rick Dowling
Coordinator, Faculty Development
The Center for Instructional Technology
rdowling@ua.edu

Blackboard Basics

• Creating Content Areas
• Adding Folders, Files & Tools
• Student View
• Creating Assignments
• Grade Center Basics

UA Technology Basics

• If you remember nothing else from today...

www.cit.ua.edu

For more information:
http://cit.ua.edu
205-348-3532
Rick Dowling
Coordinator, Faculty Development
The Center for Instructional Technology
rdowling@ua.edu
LEADING LAB CLASSES

Dr. Alexa Chilcutt, Associate Professor/Director
Public Speaking Program, Department of Communication Studies

Prof. Lisa McKinney, Lecturer
Culverhouse School of Accountancy

Dr. Murray Silverstone, Assistant Professor
Department of Physics & Astronomy
TEACHING (FOR)
ACADEMIC INTEGRITY

Dr. Karen Gardiner,
Coordinator for Academic Integrity Initiatives for
the College of Arts & Sciences
Teaching (for)
ACADEMIC INTEGRITY

Dr. Karen Hollingsworth Gardiner  kgardiner@ua.edu
Coordinator, Academic Integrity Initiatives,
College of Arts and Sciences, University of Alabama

33rd Annual Workshop for New Graduate Teaching Assistants, August 2019

A & S Academic Integrity Website:
academicintegrity.as.ua.edu

What you will find here:
- Links to UA Policies
- Schedule of FREE student workshops and registration link
- Resources for Students
- Resources for Faculty
- Samples of learning materials (like those included in your orientation notebook)
- Teaching Tips
- Links to current discussion of issues related to academic integrity

INTENTIONALITY: Two Types of Cheating

Intentional:
- Submitting work done by someone else as one’s own (buying, contracting or
  hiring an “original” paper, downloading, copying, copy/paste)
- Making and using a cheat sheet on a test
- Falsifying research
- Recycling papers (turning in work written for previous or other classes)

Unintentional:
- Not knowing how to handle group work or collaboration
- Sloppy citation practices or not understanding citation practices
- Getting too much help from friends or tutors or the Internet
- Recycling a paper done for another class without permission and revision

General Conditions for Intentional Cheating
List adapted from Lang, Cheating Lessons, Harvard U P (2013)

- External rather than intrinsic motivation: the system emphasizes the credential rather than the
  learning; task seems pointless (caring more about what happens for doing poorly than about the
  CURIOSITY or the JOY of learning or the SATISFACTION of doing the work)
- Strong emphasis on winning; focus on performance instead of mastery
- High stakes riding on the outcome (one shot at winning; large % of grade rests on one paper/test)
- Pointless or impossible task; low investment / low expectation of success
- Fear of failure, lack of confidence
- Peer pressure

In other words, cheating is most likely to happen
- when winning has more to do with the grade, the credential becomes more important than the personal
  satisfaction of doing one’s best even if that personal best is not THE BEST,
- when the task seems unimportant or the desired outcome seems impossible,
- when students have a perception that peers cheat or condone cheating.

When the focus is on grades or course completion rather than on learning

General Conditions for Unintentional Cheating
- Underpreparedness or inexperience
- General academic underpreparedness
- Unfamiliar topic
- Unfamiliar type of assessment
- Unclear Assignment Instructions
- Not enough support for assignment success

The Good News: The larger percentage of “cheating” is unintentional
The Bad News: We still have to deal with it

According to Research, Threats of Punishment (& Actual Punishment) DON’T PREVENT Cheating

- Threats / Reality of punishment do not seem to matter
- Fear of punishment does not seem to outweigh the desire to win if the
  stakes are high enough
- Punishment seems an acceptable risk if conditions for cheating are present

So, what DOES work?
What Can We Do?

- Less focus on the potential intentionally cheating student (whom we can’t control or predict)
- More focus on what we can control: the learning environment
- Proactive development of a supportive culture that promotes integrity, original work, and ethical decision making
- Course and Assignment Design to foster student engagement
  - TIP: Consider participating in UA’s LEARNING IN ACTION initiative

Note: Tips that follow are adapted in part from Lang, Cheating Lessons

Foster Intrinsic Motivation

- Show enthusiasm for your course and your course work—explain WHY the course and course work matter
- What questions do students already have about your course or course topics? Ask them
- Design your course and assignments to help answer these questions
- Create unique assessments (daily work, quizzes, tests, papers, projects) that are grounded in the personal—in students’ own curiosity about your course, about current events related to your course, in their career interests, and the like
- Help students make personal connections to your course and course material

Encourage Learning for Mastery

- Establish clear learning objectives for your course and explain why they are important
- Give students some choice about how they will meet these objectives. (For instance, consider including a variety of assessment methods or a variety of assignments that allow for some student choice)
- Prepare students for your assessments (not just covering the material but also covering HOW to prepare for the tests or papers)
- Remember that learning comes from practice, so include practice opportunities

Lower the Stakes and Prepare Students

- INCREASE the FREQUENCY of assessments—provide MORE opportunities for students to demonstrate learning (more opportunities = more learning)
- Research shows that TESTING—not just studying—increases student learning because it allows students to practice retrieving information from their long-term memory
- Use informal methods to help with memory retrieval in class
  - Oral summaries: what did we cover last week? What did author X say? What did your homework readings say that adds to what we learned last week?
  - "Minute Papers" following lectures: what did you get from what we covered today?
  - Murkiest Point: write a list of what you learned in class today and what you are still confused about
  - Application Activities: use what you learned last week or in your homework reading to complete this in-class activity or meet this challenge.

Lower Stakes/Prepare Student, cont’d

- TO REPEAT: Prepare students for your assessments
  - Some assessments to consider: Application projects, short-answer questions, essays or essay tests, peergraded assessment project
  - Whatever prepare your students to be successful on YOUR particular assessments
  - FOR INSTANCE: If you assign an essay, make sure your students understand HOW to do the assignment
  - Don’t assume they know who to write that particular type of essay
  - Don’t assume they know how to locate or work with those particular types of sources
  - Don’t assume they know how to critically cite or document those particular sources for your particular course
  - Don’t assume they know the rules (for naming and style guidelines) of your discipline
  - If you assign a written assessment, then TEACH your students how to write that assessment within YOUR discipline.

Instill Self-Efficacy

- Give encouraging but HONEST feedback to instill self-confidence with self-awareness
- In other words, avoid inflating or deflating (which can lead to misunderstanding and possibly, later, to poor decisions about cheating)
- Improve metacognition (student awareness) with formative assessments (an awareness of their own skill level or learning level may help with time management problems)
- Improve faculty communication
  - Go over how to study effectively for this class (give advice on how to do well)
  - Consider using a "flipped classroom" model
  - Hold students accountable for course reading assignments

Students who are invested in the course and homework have less motivation to cheat because they want to learn the material for personal reasons.

33rd Annual Workshop for New Graduate Teaching Assistants
Instill Self Efficacy, cont’d

- Hold students accountable for course reading homework: HOW?
- Don’t summarize the readings for them the next day in lectures ("Why read?")
- Let them tell YOU what they read via class discussion or low-stakes class assignments (or BOTH)
- Talk with students about WHY the readings are important to the course and their learning of the course content
- Have students begin or conclude part of out-of-class assignments IN CLASS
- Spend class time showing students HOW to write written assignments and HOW to ethically work with the sources in your discipline
- Challenge students but also support them in meeting the challenge

Advice, cont’d (for reading over later)

- Make your course and assignment expectations clear
- Explain what you mean by “ORIGINAL” work; encourage work that makes connections with students’ personal experiences or other courses they are taking or with the outside world
- Ask for highlighted copies of sources
- Consider putting UA’s Capstone Creed or Academic Honor Code or a reminder about academic integrity on EACH assignment sheet
- Consider using inquiry-based course design or research assignments

- Don’t allow last-minute changes of topic
- Require citations, documentation; Ask for highlighted copies of sources
- Instill Self Efficacy, cont’d

Some FINAL Commonsense Advice:

- Find out what your college’s procedure is for dealing with suspected academic misconduct and FOLLOW that procedure. (Don’t make private deals with suspected offenders.)
- Talk about academic honesty with students: why is it important and how to achieve it early and often? Emphasize at responsible times, like when students are starting to worry about grades
- Be clear: go over your academic integrity / academic misconduct policy
- Pull in your syllabus, with explanations in writing as necessary (tie-detached sample)
- Discuss it with your students in class
- Personnelize the discussion: explain WHY the policy matters to you personally and within your field
- Be clear about what matters (i.e. collaboration and recycled work, how should students handle collaboration? Do you accept recycled work?
- Consider putting UA’s Capstone Creed or Academic Honor Code or a reminder about academic integrity on EACH assignment sheet. (May -June 2000) pp 5-12. And, Lang’s CHEATING LESSONS
- Assign narrow and specific research topics (while allowing for some choice)
- Talk about ethical research; talk about Wikipedia
- Explain what you mean by “ORIGINAL” work: encourage work that makes connections with students’ personal experiences or other courses they are taking or their career path, but also questions about ethical use of sources, citation, and documentation formatting
- Challenge students but also support them in meeting the challenge

Final Caution:

- Yes, we are striving to find “that happy juncture where more learning and less cheating meet and join hands” (Lang 202)
- To that end, YOU are responsible for creating a supportive learning environment for your students
- But you cannot control the choices your students make within that environment.
- A supportive focus on learning will help many students to become invested in your course material so that cheating becomes unnecessary to them. If they were so inclined
- But some students will still make intentional choices to cheat. Don’t take it personally. If you create a supportive learning environment, you have done what you can do. Their choice is their choice.
- If they make a bad choice, then do what your syllabus says you will do: follow your department’s and college’s procedure.
- If you create a supportive learning environment, you have done what you can do. Their choice is their choice.
- Put it in your syllabus (repeat at appropriate times, like midterms and before finals, before major assessments: REMINDERS HELP!)

Resource: ICAI (for later)

- The International Center for Academic Integrity maintains that Academic Integrity is the “core element of education” and identifies six principles:
- RESPONSIBILITY
- TRUST
- HONESTY
- RESPECT
- FAIRNESS
- COURAGE
- UA is a long-time member of ICAI

Resource: UA’s Academic Honor Policies

- UA Academic Honor Code:

- The Academic Honor Pledge reads as follows:

- UA Academic Honor Code:

- http://courses.cs.ua.edu/introduction/academicpolicies/codeacademicconduct/
Resource: Capstone Creed

- "This statement of values, written by the Student Leadership Council, is the pledge made at convocation by each incoming freshman class at the start of the academic year.
- "As a member of The University of Alabama community, I will pursue knowledge, act with fairness, integrity and respect; promote equity and inclusion; foster individual and civic responsibility; and strive for excellence in all I do."
- https://www.ua.edu/about/policies.html

Some Additional Resources: (for later)

- The Citation Project: http://cite.citationproject.net/
- International Center for Academic Integrity (ICAI)
- Educational Resources: http://www.academicintegrity.org/resources.php

AND, DON'T FORGET:

A & S Academic Integrity Website:

academicintegrity.as.ua.edu
EXAMPLE: ACADEMIC INTEGRITY AWARE SYLLABUS PAGE:

(NOTE: you might also include policies on group work or collaboration, on use of translators or study aid apps, on use of social media, on use of class notes, etc.—whatever specific policies your department might need to add)

Policy on Academic Misconduct

Students will be expected to uphold the Academic Honor Code:

“All students in attendance at the University of Alabama are expected to be honorable and to observe standards of conduct appropriate to a community of scholars. The University expects from its students a higher standard of conduct than the minimum required to avoid discipline. Academic misconduct includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student. “

The Academic Misconduct Disciplinary Policy will be followed in the event of academic misconduct.

Students will also be expected to uphold the Capstone Creed:

“As a member of The University of Alabama community, I will pursue knowledge, act with fairness, integrity and respect; promote equity and inclusion; foster individual and civic responsibility; and strive for excellence in all I do.”

My Policy on Original Work

The work you submit for this course must be your own original work. It should come from your own ideas and observations. “Original,” here, doesn’t mean that you are the only person ever to have these ideas; it means that your ideas evolve uniquely from your own knowledge base and experiences, demonstrating connections you are making between your life and our coursework. “Original Work” also means that all work turned in for this class should be your own work, written BY YOU in response to assignment prompts for this class in this semester. You may not submit papers written by others (no matter how you acquire them—by contract, downloading, copy/pasting, etc). Also, don’t “recycle” papers written by you for other classes or in other semesters. In addition, don’t submit work that contains patchwriting (failed paraphrasing). All use of outside sources MUST be correctly and ethically cited within your papers and documented in a Works Cited list. If you have questions, please talk with me before you turn work in for grading.

Turnitin

The University of Alabama is committed to helping students uphold the ethical standards of academic integrity in all areas of study. Students agree that their enrollment in this course allows the instructor the right to use electronic devices to help prevent plagiarism. All course materials are subject to submission to TurnItIn.com for the purpose of detecting textual similarities. Assignments submitted to TurnItIn.com will be included as source documents in TurnItIn.com’s restricted access database solely for the purpose of detecting plagiarism in such documents. TurnItIn.com will be used as a source document to help students avoid plagiarism in written documents.

We will use TurnItIn at the draft stage in the writing process so that you can check your source usage and ask for help before your assignment is due for grading. We will also use TII PeerMark for online peer review, and your papers will be submitted electronically via TII GradeMark for online grading.
ENCOURAGING STUDENTS TO PARTICIPATE

Dr. Hilary Green, Associate Professor
Department of Gender and Race Studies
A BRIEF INTRODUCTION TO UA SAFE ZONE

Lizzie Smith,
UA Safe Zone Resource Coordinator
The UA Safe Zone Resource Center is dedicated to fostering a university climate where LGBTQIA+ individuals and their allies are treated with dignity and respect.

Advocacy and Support
- Crisis Support
- Community Resources
- Connections to Campus Resources
- Educational Outreach

#3 We do ALL the Things

UA SAFE ZONE ALLY TRAINING

Student Programming
Cinnamon Rolls, Not Gender Roles
RAINBOW CONNECTION
Student Programming

Advocacy and Support

@SafeZoneUA
f UA Safe Zone
#UASafeZone
Registration Form

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Dealing with Ethical Dilemmas.................................................... 110

Prof. Donna Meester, A&S Harassment Official
Dr. Cathy Pagani, Associate Dean, The Graduate School
FRIDAY REGISTRATION

33rd Annual Workshop for New Graduate Teaching Assistants

Please complete and return to the tray at the end of your table.

Please print in legible, block letters.

CWID__________________

Name______________________________________________________________

(Last/Family Name) (First Name)

Email address__________________________________________

Department/Area/Program______________________________________

Local Phone Number________________________________________

Local Mailing Address_________________________________________
2019 GRADUATE TEACHING FELLOWS

33rd Annual GTA Workshop for New Graduate Teaching Assistants

Reem Abu-Baker (Lackey)
Cameryn Blackmore (Rast A) Christina Brown (Smith)
Andrew Deaton (Mason)
Mia Goodnature (Mobile)
Tori Jessen (Rast B)
Erik Kline (Central)
Margaret Montgomery (Clay - Hotel Capstone)
Sarah Moore (Moore - Hotel Capstone)
Camille Morgan (Nichols)
Ifeanyi Okpala (Sellers)
Sarah Price (Birmingham)
John Sutton (Morgan)
John Young (Wilson)
Instructions for Three-Minute Presentations

Each GTA will give a brief 3-minute presentation to an audience of fellow GTAs. Experienced GTAs (GTFs) at the university will facilitate these sessions. Your fellow workshop attendees and assigned GTF will provide constructive feedback on your teaching performance.

The presentations will be video recorded, so that you may view your own work and see it from a student’s perspective. This format has proven to be highly effective in providing positive, supportive feedback to instructors of all experience levels. Below are some instructions to help you plan and organize your presentation.

If you would like to retain a copy of your own presentation, please do so by asking a fellow GTA to record you on your own personal device.

Topic

The topic is up to you. You may speak about something in your field of academic study, your favorite hobby, sport, summer job, etc. The only thing we ask is that you make sure there is a focus to your topic and that you have more than one major point to share with the audience. Please keep in mind that we should strive toward fostering a positive and inclusive environment for all students.

Format/Organization

When organizing your presentation you may find it helpful to follow this simple adage: Tell them what you’re going to tell them. Tell them. Tell them what you told them. First, we suggest that you begin the presentation with a brief introduction (15-30 seconds) in which you define the topic and the areas you wish to discuss. Second, present the heart of the material in a clear and coherent fashion (90-120 seconds). Finally, when you have finished, spend a brief period (30 seconds) reviewing what you said and highlighting key points for the audience. This tried and true method should give you some structure on which to organize your presentation and will be useful in classroom or laboratory teaching situations, as well as in preparing for conference presentations in your discipline.

Length

There will be approximately 20-25 fellow new GTAs presenting in your group. To give everyone a chance to be recorded, your presentation should not exceed 3 minutes. This will give you enough time to cover your topic and will be good practice at going straight to the heart of an issue. As a rule of thumb, refrain from using more than one page of notes. If possible, please do not read directly from your notes.

Visual Aids

Most of the rooms will have a podium and dry erase board, although you are not required to use either of them. There is not enough time for a multimedia presentation (PowerPoint, video clips, etc.). You are welcome to use props and other relevant materials.

Feedback

All GTAs in your assigned group will complete a feedback form for each presenter. This form asks the audience member to focus on the organization and clarity of the presentation, the use of helpful examples, the pacing of the presentation, the speaker’s voice, and the apparent preparation of the speaker. The audience members may also write any other helpful comments at the bottom of the form. You will receive your feedback forms at the end of the session.
SOLVING CLASSROOM PROBLEMS & DEALING WITH ETHICAL DILEMMAS

Prof. Donna Meester, A&S Harassment Official
Dr. Cathy Pagani, Associate Dean, The Graduate School
Ethical Dilemma #1
A student comes to your office at the end of the term, after you have already turned in final grades. The student inquires about their grade and learns that they have failed the course. They ask you to recalculate and you comply. The average is a few points below the cutoff for passing the course. The student passionately implores you to change your mind and give them a D, promising not to tell anyone if you help them out.

Ethical Dilemma #2
A student in your class whom you find somewhat attractive has been coming to your office fairly regularly during the semester. You enjoy these social visits and may even encourage them on occasion. One day you overhear another student making a less than flattering comment about the type of relationship you have with their classmate. Later that day, the friendly student invites you to join them at happy hour after class.

Ethical Dilemma #3
While proctoring an exam, you notice one student whose eyes seem to be scanning the paper of those seated in the next row. The student is good at seeming innocent in their behavior, but you know they are struggling in the course and may have motivation to cheat. How do you handle this situation?

Ethical Dilemma #4
A student in your class submits a paper for a class project that has several sections that appear to have been taken directly from other sources without the student's citing these references. When you ask the student about these sections, the student adamantly claims they are their original thoughts.*

Ethical Dilemma #5
You are returning exams to students in class one day. A student approaches you and asks if they can get the exam of a friend who is out of class with an illness.

Ethical Dilemma #6
You have several students in class who openly challenge your authority, contradict nearly everything you say, and generally make nuisances of themselves with their disruptive behavior. One component of your course grade is class participation. When it comes time to assign midterm grades, you give this group of students lower than average marks. These students come to you, complaining that they are being treated unfairly and arguing that their comments are legitimate in light of the lecture topics. They threaten to take their case to the dean if you do not change their grades.
Ethical Dilemma #7

One student in your class frequently asks questions that are superfluous to the lecture and makes comments that are way off the topic of the class. At first you endured this behavior, but lately you have noticed that other students become fidgety, roll their eyes, and make harassing comments or groans when-ever the misguided student begins to speak. How much protection from the comments of others do you offer to this student? How do you deal with the problem student?

Scenario #1

You have noticed a student seems more withdrawn lately. This student used to be quite active in class but now doesn't seem interested anymore. They have missed several classes in the past few weeks, and their appearance has become quite unkempt. You know this is not characteristic of them at all. They never cause any disruption in class, but you're still concerned nonetheless.

Scenario #2

You are conducting a large lecture class one morning when a student suddenly stands up and starts singing an opera. They sing loudly and it is obviously disrupting your class. They don't seem to notice this bothering people around them. At first they don't respond to your asking them to sit down, but then eventually does so and the rest of the class proceeds without a problem.

Scenario #3

You are grading exams and see that one student has written messages in the margins. The messages include statements like: "Why?", "FISTS!", "Dead.", and "I am going to do it."
To learn more about the Graduate School's services and opportunities, please visit:

graduate.ua.edu

The Graduate School

116 Rose Administration Building

The University of Alabama

Graduate Teaching Fellows:

Reem Abu-Baker
Cameryn Blackmore
Christina Brown
Andrew Deaton
Mia Goodnature
Tori Jessen
Erik Kline
Margaret Montgomery
John Young
John Sutton
Sarah Price
Henri Oyepa
Camille Morgan
Sarah Moore

For more information, please contact:

Dr. Susan Carvalho
Dean of the Graduate School

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THURSDAY, AUGUST 15

7:45-8:30
Registration (Bryant Center Lobby)

8:30-8:40
Greeting from the Dean of the Graduate School (Sellers)
Dr. Susan Carvalho

8:45-10:15
Workshop Overview (Sellers)
Dr. Cathy Pagani, Associate Dean

10:15-10:30
Policies and Legal Issues (Sellers)
Beth Howard, Title IX Coordinator
Norma Lemley, Counsel, UA System
Vanessa Goepel, Director, Office of Disability Studies

11:00-12:00
RIDE, HIDE, FIGHT:
Active Shooter Overview (Sellers)
UA Police Department

12:00-12:45
LUNCH

12:45-1:35
PANEL: Threat Assessment, Distressed Students, Office of Student Care and Well Being (Sellers)
Alton Story, Office of Threat Assessment
Jeremy Henderson, Office of Student Care and Well Being

1:35-1:50
Teaching Presentations Feedback
(Shaw) (Sellers)

1:50-2:40
Teaching Presentations Panel of Veteran
Assignment to Groups (Sellers)
Dr. Cathy Pagani, Associate Dean

2:40-2:55
BREAK (Sellers)

2:55-3:25
Teaching Presentations (Sellers)

3:25-3:55
Teaching Presentations Feedback
BREAK

3:55-4:05
Continental Breakfast: Graduate School Information Session (Sellers)
John Chambers, Director of Administration
Beth Yarbrough, Graduate Registrar
Greeting from the President (Sellers)
Stuart Bell

4:05-4:10
Assignment to Groups (Sellers)
Dr. Cathy Pagani, Associate Dean

4:10-5:00
Wrap-up of Today’s Sessions (Sellers)
Dr. Cathy Pagani, Associate Dean

FRIDAY, AUGUST 16

7:45-8:30
Continental Breakfast: Graduate School Information Session (Sellers)
John Chambers, Director of Administration
Beth Yarbrough, Graduate Registrar
Greeting from the President (Sellers)
Stuart Bell

8:45-9:00
Breakfast from the President (Shaw) (Sellers)

8:45-9:30
Teaching Presentations Session (Sellers)

9:30-10:15
Teaching Presentations Session (Sellers)

10:15-10:30
BREAK (Sellers)

10:30-11:15
Teaching Presentations Session (Sellers)

11:15-12:00
BREAK (Sellers)

12:00-12:45
LUNCH

12:45-1:35
BREAKOUT SESSIONS

Syllabus & Course Prep (Rast B)
De’Cundy Pregen, Associate Dean

Teaching and Learning with Technology (Sellers)
Rick Dowling, Faculty Resource Center

Leading Lab Classes (Rast A)
Dr. Alexa Chilcutt, Public Speaking Program
Prof. Lisa McKinney, Culverhouse School of Accountancy
Dr. Murray Silverstone, Physics & Astronomy

3:45-4:15
Teaching Presentations Feedback
Teaching Presentations Panel of Veteran
Assignment to Groups (Sellers)
Dr. Cathy Pagani, Associate Dean